URBAN/MUNICIPAL
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S66
1995-1996

SPECIAL EDUCATION
ANNUAL REVIEW
1995/1996

URBAN/MUNICIPAL
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1995-1996

Thirteenth Annual Review
Provision of Special Education Programs and Services

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

URBAN MUNICIPAL
JUN 5 1996
GOVERNMENT DOCUMENTS

Thirteenth Annual Review
1995 - 1996

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ANNUAL REVIEW OF SPECIAL EDUCATION PROGRAMS AND SERVICES AND REPORT TO THE MINISTER 1995-1996

BOARD Board of Education for the City of Hamilton

BRIEF DESCRIPTION OF THE REVIEW PROCESS AND THOSE INVOLVED IN THE REVIEW

Review Committee:
Judith Bishop, Trustee and SEAC member
Nalda Dalziel, SEAC member
Dr. Janice Tomlinson, Project Team Leader, Special Education
Elizabeth Bond, Superintendent of Program

According to the Ministry of Education and Training Memorandum dated January 16, 1996, the plan and recommendations included in the 1995 Annual Review of Special Education were reviewed by the committee.
The 1996-97 Annual Review was presented in draft form to SEAC at its March 20,1996 meeting, and to the Program Committee of the Board on April 2, 1996.
The review was passed by Board motion on April 18,1996.

SEAC motion (date):

COPY OF THE RESOLUTION OF APPROVAL BY THE BOARD WITH RESPECT TO THE OUTCOMES OF THE ANNUAL REVIEW

Board Motion (date):

AMENDMENTS TO THE SPECIAL EDUCATION PLAN SUBSEQUENT TO THE 1994-95 REPORT

"An amendment is any change by way of modification, addition or deletion of programs, services and/or personnel approved by the School Board, as a result of any review of the Board's special education plan."

A) BEHAVIOURAL SERVICES

In September, 1995, a continuum of behavioural services was formed within the Program Department to assist schools in the development and implementation of appropriate programs and strategies that promote positive behaviour and interactions within the school environment.

a) **Social and Interpersonal Skills Team.** Members include the Project Team Leader, Adjustment Consultants and School Social Workers. Areas of focus include violence prevention, social skills programs, anger management strategies, etc. (Appendix 1)

b) **Transition Years Behavioural Resource Team**. Members include the Special Education Behavioural Resource Teacher, Dawn Mutton and Social Worker, Vince Martorelli. The team assists middle and secondary schools in the development of behavioural programs and strategies for students. (Appendix 2)

c) **Behavioural Consultant.** Psycho-educational consultant, Joseph Trovato, has been re-assigned on a half-time basis to the role of behavioural consultant, with responsibility primarily for students who are deemed exceptional in special education programs.

B) REVIEW OF THE IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE PROCESS

A review of the IPRC process was carried out during the summer and fall of 1994. The results were collated and are presented in Appendix 3.

C) COMMON CURRICULUM

The Board of Education for the City of Hamilton has field-tested learning outcomes in grades 3 and 6 mathematics and language during the past year. Special Education Services collaborated to develop a report card that is inclusive for both exceptional and non-exceptional students. The Individual Pupil Plan is being revised to accommodate the core learning outcomes in language and/or mathematics for individual students. An attachment to the report card will indicate learning outcomes for at-risk students who are functioning significantly below or above grade level. (Appendix 4)

D) TRANSPORTATION BUDGET WORKING GROUP

The working group was given the mandate to analyze the cost of transportation for special education students within the Board. The report was presented to Board on January 30, 1996 (Appendix 5). Decisions regarding transportation of exceptional students are part of the Board's budget process.

_____ _____

Supervisory Officer with Responsibility for Special Education **Date**

_____ _____

Director of Education **Date**

REVIEW OF 1994-1995 RECOMMENDATIONS

Recommendations were included in the 1994-95 Annual Review (*see italics below).* The committee reviewed the status of each of the recommendations.

RE: PROGRAM

-that the Board continue to support Secondary Vocational programming as an important alternative for exceptional students.

Vocational programming continues to be offered within the Hamilton Board, as one alternative for students. An Alternative Education Committee, chaired by Elizabeth Bond, Superintendent of Program, has been examining these and other alternatives for students within the Board.

-that the Board monitor the performance of exceptional students in Grade 9, with special regard to rate of retention, successful completion and Grade 10 placement.

Psychological Services within the Program Department continues to monitor data on exceptional students. A report on rate of retention will be available next year. A report on retention of destreamed students will be available after the graduation year of the current "destreamed" classes.

-that there be consideration for continuity of programs and peer groups through the elementary, middle and secondary school for those groups of students who require self-contained placement on a long term basis.

It is recommended that planning for continuity of programs and peer groups continue through the family of schools/feeder schools.

-that exit criteria be established for students in self-contained special education programs.

Draft exit criteria (Appendix 6) were developed and reviewed with administrators, learning resource teachers, teachers of self-contained programs, support personnel and SEAC representatives. Due to possible changes in program delivery models, the exit criteria remain under discussion.

RE: STAFFING

-that adequate resources to provide appropriate programming and to promote integration of students be seen as a priority.

In 1995-96, there was a reduction of .5 staff in communication services, .5 staff in psychological services and an addition of 2.0 social worker positions. One teaching position was redeployed for the Behavioural Resource Team. Staff such as the Special Education Consultants, Behavioural Resource Team, and Augmentative Alternative Communication Team continue to provide direct support to schools to assist in programming and integration for exceptional students. During the current year, special education consultants have been assigned to grade divisions within schools (i.e. primary/junior, middle and secondary). This reallocation has allowed consultants to provide ongoing inservice to teachers in similar grade assignments.

Program and material resources are provided at the classroom level within current budget allocations. SEAC recognizes that the technological needs of all students will continue to increase in the coming years, and recommends that priority be given to increasing technological and problem-solving skills within schools.

-that professional development for all staff be encouraged and supported, to facilitate integration of exceptional students.

Many professional development opportunities have been provided by Program Staff throughout 1995-96 for teachers in regular and special education classes. Topics have included *Program Differentiation, Meeting the Needs of Exceptional Students in the Regular Classroom, Common Curriculum - Math and Language Standards*, etc. Series such as the *Attention Deficit /Hyperactivity Disorder Workshop Series, A Balanced Reading Program Workshop Series* and *Sign Language classes* have been particularly popular.

The First Annual Parent Conference was held on May 6, 1996, with participation from Program Staff (Appendix 7). As a result of the success of this event, the Second Annual Parent Conference will be held on April 13, 1996 at Sherwood Secondary School.

-that there be recognition of exemplary programs which meet the needs of exceptional students.

Several exemplary programs within the Board have been honored within the past year. G. L. Armstrong School, Queensdale School, Hillcrest School and the Augmentative Alternative Communication Team all received Exemplary Practice in Integration Awards from the Ministry of Education and Training for their special efforts in the integration of exceptional students. The School Health Liaison Team, with representation from the 3 concomitant Boards of Education, Home Care and Chedoke-MacMaster also received an Honorable Mention. In addition, Hamilton Board of Education teachers were selected as recipients of awards. Holly Garrett, special education teacher, received the 1995 Prime Minister's Award for Teaching Excellence in Science, Technology and Mathematics and Wanda Lane, Principal, was selected by the Council for Exceptional Children, Chapter 289, as Educator of the Year, in recognition of her contributions to exceptional students.

-that successful parent/student/teacher partnerships continue to be developed through ongoing involvement in the planning processes for exceptional learners (e.g. DART, IPRC, Annual Review).

Partnerships between parents, students and teachers continue to be strengthened through ongoing and joint participation in educational planning. The DART continues to be seen as a very effective vehicle for problem-solving, but lessened supply teacher coverage during 1995-96 has led to some changes at the school level in the DART process.

The IPRC review indicated a high degree of parental satisfaction with the IPRC process, including the DART. The Review and Recommendations are included in Appendix 3.

RE: ACCOMMODATION

-that the actual cost of specific special education programs be costed to enable more effective use of resources as a focus for future planning.

Psychological Services in collaboration with the Budget Department, has provided data on costs of special education programs (Appendix 8). Under the direction of the Superintendent of Program, Psychological Services will use its database to evaluate current special education programs. Special Education teachers and administrators will be involved in the study.

-that there be improved cataloguing/tracking/rationalization/monitoring of equipment .

An inventory of equipment is maintained in the Special Education Services Department. When new equipment is requested, schools are contacted to share resources prior to any purchases. In addition, the three concomitant Boards and School Health Support Services are working together to design joint inventories that will allow for sharing between the Boards, when possible.

-that the physical accessibility of buildings continue to be improved, with an emphasis on middle schools.

In 1994-95, an Integration/Accommodation Working Group was formed. Their report (Appendix 9) was passed by Board on February 29, 1996.

-that the number of self-contained classes within a school be examined, to ensure adequate opportunities for integration into regular classes.

The number of system self-contained classes within schools continues to be monitored.

RE: PROCESS

-that parents be provided with an enhanced level of information regarding rights, responsibilities, special education processes, and the Special Education Advisory Committee

The Identification, Placement and Review Committee Parent Pamphlet is currently being revised, for distribution in the fall of 1996. The brochure will clearly outline parental rights and responsibilities, as well as special education policies and procedures.

-that the Board pursue compliance with revised Regulation 305.

To date, the revisions to Regulation 305 are in draft form. The Board, therefore, continues to comply with the current Regulation 305.

REVIEW OF 1994-95 ANTICIPATED CHANGES

The 1994-95 Annual Review of Special Education outlined several anticipated changes for the current year.

1) **Comprehensive Classes**. Twelve pilot comprehensive classes were formed in Middle Schools, to allow students to remain in their home schools, and to provide a transition between Primary-Junior School and Secondary School. The teachers in the comprehensive classes have received inservice and support, both as a group and as individual teachers. A questionnaire will be distributed in spring, 1996, to teachers, students, parents and administrators, to determine the strengths and needs of the comprehensive class model.

2) **Learning Centres**. Inservice training re Learning Centres was provided in the spring of 1995. During the current school year, individual schools have piloted Learning Centres on a full or part-time basis within their schools. Between-school mentoring has occurred on an informal basis and through professional development opportunities. Schools who are currently operating Learning Centres are excited by preliminary results, and by the potential that this model offers for serving exceptional and at-risk learners.

A full training continuum will be provided in the spring of 1996 to allow other schools who wish to develop Learning Centres within their schools the opportunity to learn from those who have piloted the Learning Centres during this school year.

3) **Restructuring**. The Program Department was restructured in a project team format to meet school needs as effectively as possible. Appendix 1 illustrates the organization of the Program Department, and the responsibilities assigned to each Project Team.

POSSIBLE CHANGES FOR 1996-97

The Board of Education for the City of Hamilton will continue to support a spectrum of programs and services for exceptional students in a manner which reduces the costs of transportation and is consistent with the recommendations of the Special Education Action Team (1992), which stated:

1. *The needs of all students including Exceptional students should be met wherever possible in their neighbourhood school.*
2. *Resources to support program delivery to all students including Exceptional students must continue to be applied at the school and within the classroom.*
3. *It is essential that a range of programs be provided given the unique and varying needs of the student population.*

At the February 21, 1996 meeting, the following motion was approved by the SEAC: *"That the Special Education Advisory Committee support the exploration of alternatives to the transportation issues at hand and request the Board to delay the implementation of any transportation changes affecting Special Education until September, 1996. (motion from SEAC minutes February 21, 1996)*

LOCAL ASSOCIATIONS/ORGANIZATIONS REPRESENTED

Association for Bright Children
Autism Ontario
Canadian National Institute for the Blind
Children and Adults with Attention Deficit Disorders (CHADD)
Down Syndrome Association
Hamilton Association for Community Living
Hamilton Council for Home and School Associations
Hamilton & District Easter Seals Parent Delegate Group
Hamilton & District Society for Disabled Children
Hamilton-Wentworth Children's Aid Society
Hamilton-Wentworth Communication Collective
Hamilton-Wentworth Home Care Program
Learning Disabilities Association, Hamilton-Wentworth Chapter
Ontario Psychological Association

Supervisory Officer: Elizabeth Bond, Superintendent of Program

Signature_____Date_____

Program Matters

from the Office of the Superintendent of Program

Excellence | Equity | Accountability | Partnerships

September 1995 **Volume 4, Number 1**

PROGRAM SERVICES DIRECTORY

In response to changing system needs and resources many changes have taken place both in the organization of the Program Services Department and the model of service delivery. Not only have there been a number of personnel changes, but also the roles of several staff members have changed.

The traditional structure of subject specific responsibilities has been replaced by Project Teams which include the following:

Literacy.....1
Appendix I--School/Staff Directory
Numeracy and Problem Solving.....2
Assessment, Evaluation and Reporting.....3
Information Skills and Technology.....4
Student Services and Community Linkage.....5
Social and Interpersonal Skills.....6
Appendix II--School/Staff Directory
Early Childhood Education.....7
Special Education and Services.....8
Appendix III--School/Staff Directory
Communication Services.....9
Appendix IV--School/Staff Directory
Psychological Services.....10
Appendix V--School/Staff Directory

The concept of Project Teams is a new and exciting one that provides system consistency, while allowing for individual schools to access assistance based on school-by-school needs.

(Appendices I-V--inserted in booklet)

HOW TO USE THIS DIRECTORY

Each of the following pages includes the name of the Program Team Leader, the focus of the team, the names of team members and their responsibilities.

LITERACY TEAM

Project Team Leader: Doug Dunford

Team Members: Sue Durst
John Hill
Carol Ramberan
Mary Jean Tyczynski

The purpose of the Literacy Project Team is to support schools in their plans to improve student literacy as described in the Common Curriculum, the Provincial Standards (Grades 3, 6 and 9) and the Hamilton Board's Literacy Across the Curriculum Policy, (print/oral literacy, media literacy, arts literacy and technological literacy).

The Literacy Project Team is also concerned with assisting schools as they focus on early literacy intervention (Grades 1-3), CAT testing, remediation, the Grade 9 Reading and Writing Review, the Grade 12 Writing Review and family literacy.

Contact People

Primary/Junior:
Mary Jean Tyczynski, extension 2387
Sue Durst, extension 2337

Transition Years/Specialization Years:
Carol Ramberan, extension 2434
John Hill, extension 2336
Doug Dunford, Team Leader, extension 2385

Secretary--Liette Hayman, extension 2412

General inquiry phone calls:

1) Grades 1-6 Language Arts, Environmental Studies, Numeracy } Mary Jean Tyczynski, Sue Durst

2) JK-OAC Drama/Visual Arts, Transition Years/Specialization Years, Language Arts/English } Doug Dunford

3) ESL,ESD,NSL, FSL, Core French, International Languages, Classical Languages } John Hill

(see Appendix I--School/Staff Directory)

NUMERACY AND PROBLEM-SOLVING TEAM

Project Team Leader: George Knill

Team Members: Mary Jean Tyczynski
Sue Durst

The purpose of the Numeracy and Problem-Solving Project Team is to support teachers in their plans to improve student numeracy and problem-solving skills as outlined in the Provincial Standards Mathematics, Grades 1-9, the Common Curriculum, and the Hamilton Board's mathematics curriculum documents.

The areas of focus are:

- field testing and implementation of the Grades 1 to 8 mathematics curriculum;
- evaluation of and reporting on the results of any Board, provincial, or national mathematics reviews;
- assisting schools in the development of problem-solving outcomes and indicators;
- the integration of mathematics with other disciplines;
- assessment methods for numeracy and problem-solving.

Contact People

Primary/Junior
Mary Jean Tyczynski, extension 2387
Sue Durst, extension 2337

Transition Years/Specialization Years
George Knill, extension 2331

General inquiry phone calls

George Knill, extension 2331
- Mathematics
- Middle School Science

Mary Jean Tyczynski, extension 2387
Sue Durst, extension 2337
- Mathematics (1-6)
- Language Arts (1-6)
- Environmental Studies (1-6)

ASSESSMENT, EVALUATION AND REPORTING TEAM

Project Team Leader: Bob Chapman

Team Members: Connie Kidd
Andy Phillips

The Assessment, Evaluation and Reporting Team coordinates the development, in-service and implementation of student assessment and evaluation strategies and system-wide procedures for the tracking and reporting of student progress.

Specific tasks and priorities include the following:

- development of system-wide report cards
- development/acquisition of appropriate computer software to support the tracking of student progress on system-wide learning outcomes (student profiles)
- system-wide testing including standardized tests and board and provincial assessments
- school and classroom research
- teaching/learning strategies in assessment, evaluation, reporting and research

Inquiries related to the assessment, evaluation and reporting of student progress should be directed to Bob Chapman at 527-5092, extension 2631.

Inquiries about system-wide testing programs or research studies may be directed to Connie Kidd at 527-5092, extension 2355.

General inquiries or requests for materials should be directed to Neelam Sanduja at 527-5092, extension 2322.

INFORMATION SKILLS AND TECHNOLOGY TEAM

Project Team Leader: Lesley Cordero

Team Members: Avanell Scherer
Peter Piche
Patrick Hanson
Evelyn Olejnik

The Information Technology Project Team, whose focus is integrating computers across the curriculum, is committed to developing our students with appropriate skills in using information skills and technology, and we believe that this will be attainable by:

- integrating information technology into all areas of curriculum.
- providing teacher training related to software programs and resources for integration into curriculum.
- providing support for information-sharing partnerships among schools.

Many interesting projects are presently taking place within the Board, and some exciting new undertakings begin this fall. Three of these are:

- Hillsdale Elementary, Burkholder Middle, and Sir John A. Macdonald Secondary will become pilot schools for the networking project.
- Throughout this year, school libraries will become the centres from which information highways can be easily accessed.
- Grade 4 students at Hess Street and Queensdale schools will be taught keying and formatting skills to become more competent in using current technologies. Although these two schools will pilot the keyboarding program this year, all grade 4 students will be taught keyboarding beginning in September 1996.

Phone Contact:

- Instructional use of computers across the curriculum
  Lesley Cordero, extension 2414
  Avanell Scherer, extension 2317

- Partners in Action
  Lesley Cordero, extension 2414

- Media Services
  Peter Piche, extension 2404
  Patrick Hanson, extension 2404

- Media Library
  Evelyn Olejnik, extension 2405

- Technological Studies
  Lesley Cordero, extension 2414

STUDENT SERVICES AND COMMUNITY LINKAGE TEAM

Project Team Leader: Stella Gibson

Team Members: Avanell Scherer
Chris Newman

The major functions of this team will be to develop meaningful community partnerships to support present and future initiatives across the system.

We are available to assist with the following specific aspects of student services and welcome your inquiries, suggestions and support. Contact persons are indicated below.

Areas of focus:

- to develop and implement school-based Student Services
  -Stella Gibson, extension 2370

- to develop school-based career awareness centres to be supported by central/community resource centres
  -Stella Gibson, extension 2370/Avanell Scherer, extension 2317

- to develop and extend the availability and access to community-based programs in environmental/outdoor activities
  -Stella Gibson, extension 2370

- to promote all aspects of wellness and active, healthy living
  -Stella Gibson, extension 2370/Lois Morin, extension 2521

- to convene all interscholastic events for middle schools and secondary schools
  -Chris Newman, extension 2275/Lois Morin, extension 2521

- to liaise with the City of Hamilton to facilitate the rental of recreational facilities for student use
  -Chris Newman, extension 2275

- to continue the expansion of co-operative education across the system in order to facilitate school-work transitions
  -Avanell Scherer, extension 2317

- to infuse and develop entrepreneuralism across the system
  -Avanell Scherer, extension 2317

- to administer student bursaries and scholarships
  -Stella Gibson, extension 2370

SOCIAL AND INTERPERSONAL SKILLS TEAM

Project Team Leader: Kathie Hibbins

Team Members: Adjustment Consultants
Behaviour Resource Team
School Social Workers

The goal of the Social and Interpersonal Skills Project Team is to provide support and assistance to schools in the planning and implementation of programs and/or strategies (whole school, classroom, individual) that promote positive behaviour and interactions within the school environment.

Areas of Focus:

- violence prevention
- classroom management techniques
- behaviour/discipline codes
- personal and social awareness
- peer mediation
- restraint procedures
- anger management strategies
- conflict resolution strategies
- social skills programs
- behaviour modification
- personal counselling
- alternative education
- learning outcomes in the revised Common Curriculum (Grades 1-9)
- future outcomes and standards for JK-secondary education

Contacts:

Project Team Leader:	Kathie Hibbins	527-5092, extension 2319
Adjustment Consultants		
West Area Lower City	Leslie Cunningham	527-5092, extension 2448
West Area Mountain	Vince Martorelli	574-1668
East Area Lower City	Craig Ashbaugh	527-5092, extension 2343
East Area Mountain	Wayne Elgie	574-1666
Split Area: Lower City/Mountain	Bryan Schofield	574-1666
Residential Social Workers		
Alternative Education		
ACES	John Scott	522-9726
Phoenix	Elizabeth Eickmeier	385-5326
Lawrence	Barb McSkimming	527-6781
SALEP	Diane Sayers	527-5092, extension 2368
Safe Schools Policy		
Policies and Procedures	Murray Quinn Superintendent of Schools Lower City	527-5092, extension 2323
Program/Curriculum	Kathie Hibbins	527-5092, extension 2319

(see Appendix II--School/Staff Directory)

EARLY CHILDHOOD EDUCATION TEAM

Project Team Leader: Shelagh Simpson

Team Member: Jennifer Powell-Fralick

The Early Childhood Team coordinates and support programs within the areas of early childhood and kindergarten and provides assistance to schools in carrying out these programs.

Areas of Focus:

- Early Identification including the transition to school for children with special needs, community liaison and program modification.
- Curriculum and Program Support for schools and teachers, in cooperation with the Literacy and Numeracy Teams. This includes support for the Writing To Read Program.
- Child Care for pre-school and school-age children within Hamilton schools, administered by the Umbrella Family and Child Care Centres of Hamilton.

Contact:

Inquiries about kindergarten programs, pre-school community liaison, special needs students, early identification and intervention, and kindergarten teacher support may be directed to Shelagh Simpson at 527-5092, extension 2389.

Inquiries about child care programs and the Hamilton Board Child Care Policy should be directed to Jennifer Powell-Fralick at 527-5092, extension 2311.

SPECIAL EDUCATION SERVICES TEAM

Project Team Leader: Dr. Janice Tomlinson

Team Members: Carol Campanella, extension 2313
Robert (Bob) Morrallee, extension 2292
Judy Peall-Ward, extension 2321
Ethel Thayer, extension 2375
Janet Watt, extension 2415
Wendy Hutton, (CTC facilities), extension 2341

The purpose of the Special Education Team is to support schools in the recognition, acceptance and provision of appropriate educational programs and services for students with special needs. This will be achieved through continual dialogue and partnerships with schools as they strive to meet the needs of their students. Through these partnerships the Special Education Department also works to promote system consistency and equity of service and program delivery across the system.

Areas of Focus:

- differentiated program for students with special needs
- in-services for regular and special educators
- exit criteria for self-contained special education classes
- support for learning resource teachers as in-school consultants
- learning centres-development and implementation
- Identification, Placement and Review process
- support for students who are blind/low vision or deaf/hard of hearing
- liaison with community agencies to facilitate appropriate programming for students with special needs
- educational programs in Care, Treatment and Correctional Facilities--Wendy Hutton, extension 2341

(see Appendix III--School/Staff Directory)

COMMUNICATION SERVICES TEAM
(formerly Speech & Language Services)

Project Team Leader: Dianne Husack, extension 2435

The purpose of the Communication Services Team is to provide assessment, programming, consultation, information and training to meet the needs of students with communication difficulties.

Communication Services will focus on early intervention and identification for students in JK to grade 3. Service delivery to grades 4 to OAC will be mainly consultation and in-service. This new focus will enable us to move towards a more balanced approach; allowing us an increase in time with students, parents, teachers and other school support staff for the purposes of programming, as well as continuing with student assessments.

Focus for JK-Grade 3 will include:

- assessment
- kindergarten screenings
- programming
- in-service
- parent workshops and programs
- training

Focus for Grade 4 to OAC will include:

- in-service
- programming consultation
- training

(see Appendix IV--School/Staff Directory)

PSYCHOLOGICAL SERVICES TEAM

Project Team Leader: Dr. Marie Bountrogianni

The purpose of Psychological Services is to:

- administer psychoeducational assessments to students,
- consultant with teachers and parents regarding academic and behavioural problems, and
- provide in-services for school personnel.

As well, Psychological Services is concerned with the long waiting list for psychological assessment and is presently addressing this issue vigorously.

The following are significant 1995/96 internal changes for psychological service delivery:

a) Psychoeducational Consultants will be administering the test in 1996 April for the Gifted Screening, thus reducing their availability for other services. Non-Grade 3 referrals for Gifted testing will also be carried out by Psychoeducational Consultants.

b) Joe Trovato will consult to the self-contained Special Education classes system-wide regarding behavioural problems on a half-time basis and will have regular duties for the remaining half-time of his position.

c) Attendance at D.A.R.T.'s will be at the discretion of Psychoeducational Consultants and their school administration.

d) A parent questionnaire (development in progress) will be attached to the parent Consent Form which will elicit information ordinarily obtained at a D.A.R.T.

(see Appendix V-School/Staff Directory)

ROLE OF THE BEHAVIOUR RESOURCE TEAM

The role of the Behaviour Resource Team for the Transition Years (7,8,9) will be to collectively contract with the Principal or the Principal's designate to assist the teachers:

Individual/Small Groups

- to identify behaviour problems
- to develop strategies to meet behavioural needs
- to incorporate current strategies into classroom management techniques
- to encourage parental involvement where possible

School Wide Behavioural Issues

- Social Skills Training
- Anger Management
- Peer Mediation

Prior to telephone or PROF contact it will be helpful if an in-school problem solving process has taken place.

CONTACT: Vince Martorelli/Dawn Mutton
Education Centre
Extension: 2509
PROF: DMUTTON

THE PURPOSE OF THE BEHAVIORAL RESOURCE TEAM IS TO EFFECT BEHAVIORAL CHANGE.

INDIVIDUAL	GROUP
Self-Contained Classes	Whole School
Comprehensive Classses	(Anger Management)
Regular Class	E.S.L. Class
Secondary School (gr.9)	Peer Mediation
Identified: Regular Class	

PARENTS	TEACHERS
Information Sharing	Inservice
Problem Solving	(in school & system wide)
Advocacy	Professional Growth Plan

APPENDIX III

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

100 Main Street West
Hamilton, Ontario
Telephone (905) 527-5092
Fax (905) 521-2538

100, rue Main Ouest
Hamilton (Ontario)
Téléphone (905) 527-5092
Télécopieur (905) 521-2538

Program Department

Département de programmes

REVISED May 2, 1996

TO: Chairman and Members
Special Education Advisory Committee

FROM: E. G. Bond, Superintendent of Program

RE: Review of the Identification, Placement and Review Committee Process

REPORT: Information

Background:
A review of the Identification, Placement and Review Committee process was initiated in 1994 to determine parental satisfaction with the IPRC process. In July, 1994, questionnaires were sent to parents of students who had participated in the IPRC process during the school year 1993-94. In September, 1994, SEAC requested that the questionnaires be sent out to parents of **all** exceptional students. As a result, schools distributed questionnaires to parents who had not previously received them. In total 2400 questionnaires were distributed and 496 responses were received, representing a response rate of approximately 20%. (Appendix I) Tables 1 and 2 indicate the number of responses by exceptionality and placement.

The results of the survey contained in Appendix II indicate the percentage of positive and negative responses for each question. The results were analyzed by year (1993-94 and prior to 1993), exceptionality and placement (regular and self-contained). Although the analysis indicated few areas of significant difference, there are a number of areas of practical significance, which are reported in the comments. Recommendations are included for questions where there was less than a ninety-five percent positive response. A representative sample of parent comments is included in Appendix III.

Issue:
To share information with SEAC members regarding the results of the IPRC Parent Questionnaire.

Recommendations:
1. That the Review of the Identification, Placement and Review Committee Process be received for information.
2. That the recommendations from the Review of the Identification, Placement and Review Committee Process be forwarded to the Program Committee.

Rationale:

Appendix I	IPRC Parent Questionnaire/Summary of Responses
Appendix II	IPRC Parent Questionnaire: Results and Recommendations
Appendix III	A Representative Sample of Parent Comments

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

ABSTRACT

The results of the review of the Identification, Placement and Review Committee process indicated a high degree of parental affirmation of the process. In general, parents felt that they understood the IPRC process. Parents indicated that the IPR Committee had welcomed them, listened to their concerns and made thoughtful decisions in the best interests of their children and based on the information presented. Positive responses were received concerning the Diagnostic and Resource Team (DART) process. Parents said that they felt part of the school team and were comfortable discussing their child's program with staff. Concerns were raised regarding the length of time required between DART and IPRC meetings and follow-up programming after the IPRC meeting.

IPRC Parent Questionnaire
APPENDIX 1
IPRC PARENT QUESTIONNAIRE
Summary of Responses

The Identification, Placement and Review process began at the school when the school observed that your child had special needs. The school held a meeting, called a Diagnostic and Resource Team (DART) meeting to discuss your child's needs with you and the school resource team. Please answer the following questions about the DART meeting.

DART Meeting

		%Yes	%No
1.	I was welcomed by the school team.	97.2	2.8
2.	I understood the information given to me by school/staff about my child.	97.7	2.3
3.	I was invited to ask questions and give my opinions.	97.2	2.8
4.	I understood the plans that were made to help my child as a result of this meeting.	96.4	3.6
5.	I was kept informed about my child's progress after the meeting.	89.2	10.8

Please comment on the positive aspects of the DART process which you have experienced.

.....

.....

Please suggest any changes that you feel would improve the DART process.

.....

.....

.....

Sometime after the DART meeting, a special meeting was held which determined that your child was an exceptional student (i.e. your child would receive special education programming). That meeting was called an Identification, Placement and Review Committee (IPRC) meeting. Please answer the following questions about that meeting.

IPRC Meeting

Please circle Yes or No to indicate your answer

		%Yes	%No
6.	I was invited to attend the IPRC meeting.	97.7	2.3
7.	The time of the IPRC meeting was convenient.	91.4	8.6

8.	The place of the IPRC meeting was convenient.	94.1	5.9
9.	An advocate or friend was present with me at the meeting.	48.7	51.3
10.	I was welcomed by the Committee.	97.0	3.0
11.	The people at the meeting were introduced to me.	96.8	3.2
12.	I understood why the people at the meeting were there.	94.9	5.1
13.	I understood that this meeting was held to decide Exceptionality and Placement (i.e. self-contained or regular class).	97.3	2.7
14.	I was aware of the information that was going to be presented at the IPRC meeting.	87.8	12.2
15.	I understood the information that was shared about my child.	97.3	2.7
16.	I was invited to ask questions and to give my opinions.	97.9	2.1
17.	I understood the forms that I was requested to sign at the meeting.	97.9	2.1
18.	The Committee listened to my concerns.	96.6	3.4
19.	The decisions were made in the best interests of my child.	96.6	3.4
20.	I had a significant part in the decisions made about my child.	92.3	7.7
21.	The Annual Review process was explained to me.	93.6	6.4

Please comment on the positive aspects of the IPRC process which you have experienced.

.....

.....

Please suggest any changes that you feel would improve the IPRC process.

.....

.....

22. I am satisfied that, since the IPRC meeting , my child's needs are being met.	85.8	14.2
23. I have discussed my child's program and Individual Pupil Plan (IPP) with school staff.	80.1	19.9
24. I am comfortable discussing my child's program with school staff.	94.1	5.9

Please comment on any areas that have not been addressed in this questionnaire.

.....

.....

.....

.....

APPENDIX II
IPRC QUESTIONNAIRE:
Results and Recommendations

April 17, 1996

The Program Department believes that program accountability must be of the highest standard. Therefore recommendations have been provided for all responses which indicated an overall positive response rate of less than 95%, regardless of statistical significance. ($p<.05$)

Special Education Services would like to acknowledge the assistance of the following individuals in the collation of this data.
Connie Kidd, Research Services
Marie Brown, Secretary
Report prepared by Dr. Janice Tomlinson, Project Team Leader, Special Education

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IPRC Parent Questionnaire

The Identification, Placement and Review process began at the school when the school observed that your child had special needs. The school held a meeting, called a Diagnostic and Resource Team (DART) meeting to discuss your child's needs with you and the school resource team. Please answer the following questions about the DART meeting.

DART Meeting

		Please circle Yes or No to indicate your answer	
		Yes	No
1.	I was welcomed by the school team.	97.2	2.8
2.	I understood the information given to me by school/staff about my child.	97.7	2.3
3.	I was invited to ask questions and give my opinions.	97.2	2.8
4.	I understood the plans that were made to help my child as a result of this meeting.	96.4	3.6
5.	I was kept informed about my child's progress after the meeting.	89.2	10.8

Of a total of 454 parents who responded to this question, 49 parents felt that they had not been kept informed of their child's progress between the DART meeting and the IPRC meeting. While this percentage was not of statistical significance by exceptionality or year, there was a significant difference according to placement. More parents of students who were subsequently placed in self-contained placements (94.6%) indicated that they were kept informed than were parents of students who remained in regular class placements (86.8%).

RECOMMENDATIONS: That schools continue to keep parents informed about student progress through the DART process and other appropriate methods of communication.

Sometime after the DART meeting, a special meeting was held which determined that your child was an exceptional student (i.e. your child would receive special education programming). That meeting was called an Identification, Placement and Review Committee (IPRC) meeting. Please answer the following questions about that meeting.

IPRC Meeting

		Please circle Yes or No to indicate your answer	
		Yes	No
6.	I was invited to attend the IPRC meeting.	97.7	2.3
7.	The time of the IPRC meeting was convenient.	91.4	8.6

Of the 475 parents who responded to this question, 41 felt that the time of the IPRC meeting was not convenient. There was no significant difference by year or exceptionality. A greater number of parents with students in regular class placement felt that the time had not been convenient.

RECOMMENDATION: That Special Education Services, in consultation with Elementary and Secondary School principals, review the schedule for IPRC meeting times.

8.	The place of the IPRC meeting was convenient.	94.1	5.9

Of the 476 parents who responded to this question, 28 felt that the place of the IPRC meeting was not convenient. There was no significant difference by year, placement or exceptionality. IPRC's are typically held in several locations to endeavour to meet parental needs.

RECOMMENDATION: That, wherever possible and practical, IPRC meetings continue to be held in locations that are convenient to the majority of parents.

9.	An advocate or friend was present with me at the meeting.	48.7	51.3

Approximately half of respondents indicated that they had brought an advocate or friend with them to the IPRC meeting. There was no significant difference by year, placement or exceptionality.
While the IPRC process and procedures have been designed to be flexible and relaxed, parents often indicate that they feel anxious about the IPRC process. The presence of a friend or advocate can help lessen the anxiety and result in a more productive meeting. Therefore, parents have been encouraged by schools and by the community to bring re-representatives with them to the IPRC meeting to listen to the discussion and provide parental support.

RECOMMENDATION: That schools continue to encourage parents , if they wish, to bring a representative to the IPRC meeting for support.

10.	I was welcomed by the Committee.	97.0	3.0
11.	The people at the meeting were introduced to me.	96.8	3.2

12.	I understood why the people at the meeting were there.	94.9	5.1

Of the 470 parents who responded to this question, 24 did not understand the role of each participant at the meeting. There was no significant difference by year, placement or exceptionality.

RECOMMENDATION: That, prior to the IPRC meeting, schools continue to inform parents of the IPRC participants and their role in the IPRC process.

13.	I understood that this meeting was held to decide Exceptionality and Placement (i.e. self-contained or regular class).	97.3	2.7
14.	I was aware of the information that was going to be presented at the IPRC meeting.	87.8	12.2

Of the 475 parents who responded to this question, 58 indicated that they were not aware of the information that would be presented to the Identification, Placement and Review Committee. There was a significant difference for year and placement. A greater percentage of parents who had participated in the IPRC process prior to 1993-94 or whose children were in self-contained placements felt that they were aware of the information that would be brought before the Committee.

RECOMMENDATION: That, prior to the IPRC meeting, schools inform parents of the specific information that will be presented at the Identification, Placement and Review Committee meeting.

15.	I understood the information that was shared about my child.	97.3	2.7
16.	I was invited to ask questions and to give my opinions.	97.9	2.1
17.	I understood the forms that I was requested to sign at the meeting.	97.9	2.1
18.	The Committee listened to my concerns.	96.6	3.4
19.	The decisions were made in the best interests of my child.	96.6	3.4
20.	I had a significant part in the decisions made about my child.	93.3	7.7

Of the 470 parents who responded to this question, 36 felt that they had not had a significant role to play in the decisions made about their child. There was no significant difference for year or placement. There was a significant difference for exceptionality.

In accordance with the legislation, the Identification, Placement and Review Committee is responsible to make a determination regarding identification and placement of exceptional students. While parents have direct input to the Committee deliberations regarding identification and placement, they are not part of the Committee and hence do not make the final decision. However, parental consent is necessary prior to placement in special education placement.

It is important for parents to feel that they have had an opportunity to present input to the IPRC Committee to assist in its deliberations. At present, schools and the IPRC Committee encourage parents to discuss information that they feel is relevant during the IPRC meeting.

RECOMMENDATION: That parents continue to be encouraged, by schools and by the Identification, Placement and Review Committee, to share information that will assist the Committee in making its determination regarding identification and placement.

21. The Annual Review process was explained to me. 93.6 6.4

Of the 469 parents who responded to this question, 30 parents indicated that the Annual Review process had not been explained to them. There was no significant difference for year, placement or exceptionality.

RECOMMENDATION: That the Identification, Placement and Review Committee explain the Annual Review process to parents at the IPRC meeting.

22. I am satisfied that, since the IPRC meeting , my child's needs are being met. 85.8 14.2

Of the 451 parents who responded to this question, 64 parents indicated some concern that their child's needs were not being met. There was no significant difference for year or exceptionality, but there was a significant difference for placement. Parents of students in self-contained settings indicated a higher degree (90%) of satisfaction than parents of students in regular class settings (79%)

Within the exceptionality groups, there were some non-statistically significant trends of note. Parents of students who were deemed as speech/language indicated a high (94.7%) degree of satisfaction with their child's program. Parents of students in small sample sizes (e.g. autistic, developmentally disabled, deaf/hard of hearing and visually impaired) also indicated a high degree (100%)of satisfaction. Parents of students with specific learning disabilities (84.1%), general learning disabilities (86%) or as gifted (77.5%) were less satisfied that student needs were being met after the IPRC.

The most effective vehicle for discussion of exceptional student needs is through the Individual Pupil Plan, which describes the program and strategies which the student is following. It is important for parents, teachers and students to be involved in the development and monitoring of student progress through the IPP.

RECOMMENDATION: That schools continue to use the Individual Pupil Plan to plan and monitor student progress.

23. I have discussed my child's program and Individual Pupil Plan (IPP) with school staff. 80.1 19.9

Of the 447 parents who responded to this question, 89 parents indicated that they had not yet discussed their child's program and IPP with staff. There was no significant difference for placement or exceptionality, but there was a significant difference for year. Parents who participated in the IPRC process during the school year 1993-94 (82.8%) were more likely to have discussed the IPP with school staff, in contrast to groups prior to 1993 (70.7%).

RECOMMENDATION: That a) development of the Individual Pupil Plan for all exceptional students be done in a timely manner, with parental involvement and student involvement, as appropriate.

b) parental feedback regarding student progress, using the Individual Pupil Plan as a vehicle, be provided on a regular basis.

24. I am comfortable discussing my child's program with school staff. 94.1 5.9

Of the 460 parents who responded to this question, 433 parents indicated that they felt comfortable discussing their child's program with staff. There was no significant difference for year, placement or exceptionality.

RECOMMENDATION: That schools continue to be inviting and accepting of parents as active participants in the education of their children.

TABLE 1:RESPONDENTS BY EXCEPTIONALITY

EXCEPTIONALITY	#	%
Autistic	7	1%
Behavioural	14	3%
Developmental Disability	5	1%
Gifted	79	16%
General Learning Disability	61	12%
Hard of Hearing/Deaf	3	>1%
Multiple	8	2%
Physical	7	1%
Specific Learning Disability	142	29%
Speech and Language	40	8%
Visually Impaired	2	>1%
Unknown	128	26%
TOTAL	496	100%

TABLE 2

TABLE 2: RESPONDENTS BY PLACEMENT

PLACEMENT	#	%
Regular Class	170	34%
Self-Contained	198	40%
Unknown	128	26%
TOTAL	496	100%

SUMMARY OF RECOMMENDATIONS

1. That schools continue to keep parents informed about student progress through the DART process and other appropriate methods of communication

2. That Special Education Services, in consultation with Elementary and Secondary School principals, review the schedule for IPRC meeting times

3. That, wherever possible and practical, IPRC meetings continue to be held in locations that are convenient to the majority of parents.

4. That schools continue to encourage parents , if they wish, to bring a representative to the IPRC meeting for support.

5. That, prior to the IPRC meeting, schools continue to inform parents of the IPRC participants and their role in the IPRC process.

6. That, prior to the IPRC meeting, schools inform parents of the specific information that will be presented at the Identification, Placement and Review Committee meeting.

7. That parents continue to be encouraged, by schools and by the Identification, Placement and Review Committee, to share information that will assist the Committee in making its determination regarding identification and placement.

8. That the Identification, Placement and Review Committee explain the Annual Review process to parents at the IPRC meeting.

9. That schools continue to use the Individual Pupil Plan to plan and monitor student progress.

10. That a) development of the Individual Pupil Plan for all exceptional students be done in a timely manner, with parental involvement and student involvement, as appropriate.
    b) parental feedback regarding student progress, using the Individual Pupil Plan as a vehicle, be provided on a regular basis.

11. That schools continue to be inviting and accepting of parents as active participants in the education of their children.

APPENDIX III
IPRC PARENT QUESTIONNAIRE:
A Representative Sample of Parent Comments

"Please comment on the positive aspects of the DART process which you have experienced."
Parent comments were very positive and indicated support for the DART process, appreciation for the teamwork, consultation and commitment from school personnel.
"The team care about the students." "They were open to my suggestions and observations." "There was a genuine interest and concern for my son's education and well being." "I feel that the DART team was very professional and I had confidence in them." "It was good to feel that these professionals cared about my daughter's difficulties. I felt a part of the team at all times."

"Please suggest any changes that you feel would improve the DART process."
Suggestions indicated that many parents felt that the time should be shorter between initial concerns, testing, recommendations, and implementation of program.
"After the initial DART meeting, the testing and assessment results took longer than we expected." "There should be a regular report on the progress of your child so that you can tell if the program is working or adjust it and make necessary changes." "Grade 3 is too late to start the process." "There are too many people involved in a DART meeting." "Less paperwork and more progress." "Allowing the child to participate in certain instances." " I feel an improvement would be to implement what is decided and for it not to take so long." "Need shorter waiting period for testing." "It takes far too long to put a plan into place after the DART." "Sometimes the DART team seemed to talk their own language - words I don't understand." "When informed of DART, parents should receive information via a handout, outlining the purpose and process."

"Please comment on the positive aspects of the IPRC process which you have experienced."
Responses indicated that parents felt that the Identification, Placement and Review Committee was acting in the best interest of their child.
"The people concerned seemed friendly, competent and genuinely concerned about our child's educational needs." "Business-like process with humanity and privacy." "Depth of information given to committee members who gave their serious attention to it and asked appropriate questions." "It was good to see that my child's best interest was the major concern." "The school...was well prepared and they prepared me, this made all the difference in the world." "...forms were self-explanatory." "...informative, professional and positive." "Meeting times were made convenient...so we were able to attend DART and IPRC." "No decisions were made and finalized without my input and agreement." "I'm pleased with the entire experience. It has strengthened my faith in our school board."

"Please suggest any changes that you feel would improve the IPRC process."
Suggestions related to the length of the process, communication and follow-up programming after the IPRC.
"I would have benefited from better information regarding the assets of the self-contained class." "More emphasis should be put on parent wishes." "Wish testing could be done quicker." "The length of the process." "Time should be held in the evenings or on Saturdays." "This type of questionnaire would be better served if given out after the IPRC meeting." "The process is fine, but the follow-up needs to be dramatically improved." "There should be more communication with the parents following the IPRC meeting." "More awareness and training for classroom teachers to carry out intent of the committee. Teacher beliefs impact on their action." "Give parents information prior to meeting to read and comprehend." "Quicker action in the follow-up area." "Allow parents to observe classrooms that child may be placed in before meetings so that they know what you are talking about."

"Please comment on any areas that have not been addressed in this questionnaire."
The following comments indicate the variety of responses received.
"The distance of the school from home address does not facilitate my dropping by as at his old school." "If my son was put in special placement, the other children seemed to be much older and not ... as advanced educationally as my son." "Not enough questions about the IPP process and results." "The continuity of schools for children - the constant changing of schools and teachers for a child ... is against the ideal improvement for these children." "Concern for his programming didn't move with him. Is this an isolated case?" "Lack of resources to provide follow-up and individualized programming." "I feel that a stronger networking of information between parents and school is needed." "I have a concern that the development of the Common Curriculum will attempt to include all students with exceptionalities into a non-congregated setting ." "Perhaps a follow-up discussion on the implementation/success of the IPP should occur each term with the teacher. " "If time and money is being spent to test our children, ...money must be available to resource them if they stay in regular class."

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PRINCE PHILIP
GRADE 3 PROGRESS REPORT

STUDENT

DATE OF THIS REPORT

REGULAR PROGRAM ◯ | ALTERNATIVE PROGRAM ◯ SEE ATTACHED | ESL PROGRAM ◯ SEE ATTACHED

TEACHER

PRINCIPAL

LEARNING SKILLS AND ATTITUDES

Code: A - Always M - Most of the time S - Some of the time R - Rarely

Displays confidence		Cooperates with others		Organizes work and materials	
Shows initiative		Stays on task		Uses time well	
Participates appropriately		Resolves conflict appropriately		Completes quality work	
Works independently		Respects people and property		Comes to class prepared	

STUDENT PERFORMANCE TO DATE

CODE: 3 EXCEEDING EXPECTATIONS 2- MEETING EXPECTATIONS 1 - NOT MEETING EXPECTATIONS NA - NOT YET ADDRESSED
S - SUCCESSFUL N - NEEDS IMPROVEMENT

LANGUAGE ARTS	ATTACHMENT ◯
. Reads to understand and interpret	
.. Writes to communicate ideas in a variety of forms	
. Listens actively for a variety of purposes	
. Speaks to express ideas, experiences and information	
. Views and creates to interpret a variety of non-print media	
. Demonstrates positive attitude and effort	

EMATICS	ATTACHMENT ◯
. Applies problem solving strategies	
. Demonstrates and applies accurate computational skills	
. Applies the properties of two and three dimensional figures	
Identifies and applies procedures for measurement	
. Collects, organizes, interprets and displays data	
Demonstrates positive attitude and effort	

HE ARTS	ACHIEVEMENT
Visual Arts	
Music	

VIRONMENTAL STUDIES	
Social Studies	
Science	
Health Education	
Physical Education	

TEACHER COMMENTS AND ACTION PLAN

Attachment ◯ Meeting Requested ◯ Days Absent ◯ Times Late ◯

DRAFT

PAL'S COMMENTS/SIGNATURE

Teacher's Signature

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

GRADE 3 PROGRESS REPORT

To parents/guardians:
Please sign, make comments on and return the report card envelope.

This copy of the progress report should be kept for future reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be kept for five years after the student retires from school. Every effort has been made to ensure that all entries are a clear indication of the achievement of the student. If you wish to review the information contained in the OSR folder, please contact the principal. Each student and the parent(s) or guardian(s) of a student who is not an adult are entitled to have access to the student's OSR.

STUDENT PERFORMANCE CODE

3 - EXCEEDING EXPECTATIONS:
the student's performance consistently exceeds grade-level expectations

2 - MEETING EXPECTATIONS:
the student's performance is within the range of expectations for this grade level

1 - NOT MEETING EXPECTATIONS:
the student's performance does not meet grade-level expectations

NA - NOT YET ADDRESSED:
the student has not yet had the opportunity to develop or demonstrate this part of the program

PROGRAM CODE

ALTERNATIVE PROGRAM: The program has been determined by IPRC process (Identification, Placement, and Review Committee). See the "Teacher Comments and Action Plan" section for further details. There may also be an attachment.

ESL: English as a Second Language. See the "Teacher Comments and Action Plan" section for further details. There is an attached ESL Progress Report.

DRAFT

INDIVIDUAL PUPIL PLAN (I.P.P.)*

NAME: _____ DATE OF BIRTH _____ SCHOOL: _____

EXCEPTIONALITY: _____ PLACEMENT: _____ GRADE: _____

SUBJECT: _____

LEARNING OUTCOMES (Grade: _____)	STRATEGIES	INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE	ASSESSMENT & EVALUATION			DATE
			1	2	3	

COMMENTS:

1. Not Meeting Expectations
2. Meeting Expectations
3. Exceeding Expectations

Signature: _____ Parent _____ Teacher _____ Principal _____ Date

* Addendum to Report Card

Date: 1996 01 30

To: Chairman and Members
Operations and Finance Committee

From: Stewart Thompson, Assistant Superintendent of Schools
Chair: Transportation Work Group

Re: **Report of the Transportation Work Group**

Mandate of the Work Group:

To determine the feasibility of reducing the current costs for transportation by:

(a) reducing the number of self-contained classes.
(b) returning students to their home school.
(c) allocating current "self-contained class" staff to schools to support the implementation of a learning centre/comprehensive class model to meet the special education needs of students.

Background Information:

The committee reviewed current transportation and special education statistics reflecting current Board practices. The committee also reviewed current Board and Ministry policies and regulations, including the Identification, Placement and Review Committee process, the Board's Multi-Year Plan of Special Education Programs and Services (1982) and Reviews of the Multi-Year Plan and the Special Education Action Team Report (1992) **(Appendix I).**

In reviewing all self-contained programs there are groups of Exceptional students for whom transportation could not be reduced or eliminated at this time. These students include those with physical disabilities, autism, multiple disabilities, developmental disabilities, deafness and some behavioural disabilities. This represents approximately 13% of the total Exceptional population. These students will require transportation, accommodation and/or programming that is not possible to provide at each *"home school"* at this time.

The groups of students identified with specific learning disabilities, speech and language disabilities, general learning disabilities, and as gifted represent approximately 87% of the total Exceptional population. **Appendix II** indicates the number of transported students by exceptionality and cost per mode of transportation.

Appendix III provides data on all transported students.

Appendix IV provides implications of implementing the home school model.

Issue:

To share with trustees the information related to budget determinations, 1996.

Recommendation:

That the Transportation Resource Management Group Report be received for information.

Appendix I

BOARD/MINISTRY PHILOSOPHY AND DIRECTION

The Multi-Year Plan of Special Education Programs and Services for the Board of Education for the City of Hamilton (1982) Multi-Year Plan states:

"...the Board of Education for the City of Hamilton:

1. *reaffirms its commitment to a delivery of special educational services model which attempts to provide a continuum of intervention strategies dependent upon the degree of disability or exceptionality of each pupil within its jurisdiction.*
2. *will continue to provide a range of appropriate special education programs and services: from assistance within the regular classroom setting to placement in segregated special education facilities.*
3. *will continue to provide highly qualified and competent personnel, including those with special education qualifications, as teachers, resource persons and administrators."*

In 1992, after a comprehensive survey of all stakeholders, an action team report was passed by the Board. That action team report included a number of recommendations for Special Education. The first three recommendations were:

1. *"The needs of all students including Exceptional students should be met wherever possible in their neighbourhood school."*
2. *"Resources to support program delivery to all students including Exceptional students must continue to be applied at the school and within the classroom."*
3. *It is essential that a range of programs be provided given the unique and varying needs of the student population."*

In 1995, the Ministry of Education and Training developed draft revisions to Regulation 305 which stated that:

"the Identification, Placement and Review Committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services would meet the pupil's needs and is consistent with parental preferences"

and that

"if the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with the preferences mentioned above, the committee shall decide in favour of placement in a regular class."

These regulations are in draft form.

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE PROCESS

The Identification, Placement and Review Committee process {R.S.O. 1995, Reg.305:2(1)} determines the Identification and Placement of exceptional students. Both Identification and Placement are reviewed yearly, at the Annual Review, as part of the IPRC process. Students who are currently in self-contained placements have been deemed, through their last Annual Review, to require a self-contained placement. No changes in Placement *(i.e. regular class or self-contained class)* may be made without an Annual Review.

APPENDIX II

TRANSPORTATION STATISTICAL ANALYSIS

STUDENTS IN SELF-CONTAINED CLASSES TRANSPORTED

COST ESTIMATE 1996 (185 school days)

	VAN/TAXI		PUBLIC TRANSIT	
	Student Number	Maximum Savings Possible	Public Transit Student Number	Maximum Savings Possible
GLD	101	$245,698	16	$5,624
SLD	161	$371,657	32	$11,248
SP/LANG	101	$204,722	5	$1,758
GIFTED (Elem)	82	$204,507	98	$34,447
GIFTED(Sec)	0	$0	67	$23,551
BE*	52	$145,714	16	$5,624
TOTAL	497	$1,172,299	234	$82,251

GRAND TOTAL

Student Number	Maximum Savings Possible
117	$251,322
193	$382,905
106	$206,480
180	$238,954
67	$23,551
68	$151,338
731	$1,254,550

COST IMPLICATION OF VARIED CONVERSION DATES

GRAND TOTAL

	Mar 18 - Dec	Apr 1 - Dec	May 1 - Dec	Jun 3 - Dec	Sep 3 - Dec
GLD	$194,265	$182,039	$154,869	$126,340	$101,887
SLD	$295,975	$277,348	$235,952	$192,487	$155,232
SP/LANG	$159,603	$149,558	$127,236	$103,798	$83,708
GIFTED (Elem)	$184,705	$173,080	$147,247	$120,123	$96,873
GIFTED(Sec)	$18,204	$17,058	$14,512	$11,839	$9,548
BE*	$116,980	$109,618	$93,257	$74,134	$61,353
TOTAL	$834,549	$782,025	$665,305	$542,749	$437,700

BE* Program Under Review

NOTES:

These figures are based on:
- student number & calculations based on January 16/96 data

APPENDIX III

1996 TRANSPORTATION ESTIMATE

		(see APPENDIX II) Self-Contained Classes
FINANCE		
BUS/VAN/TAXI		
Home-to-School		
Bus	$1,106,478	
Taxi/Van	$3,357,565	($1,172,299)
	$4,464,043	
Deaf & Blind/Demonstration	$71,055	
School-to-School	$75,437	
Other	$11,900	
Total Bus/Taxi/Van	$4,622,435	
PUBLIC TRANSIT		
Home-to-School	$330,410	($82,251)
School-to-School	$1,000	
Total Public Transit	$331,410	
Edulog	$59,000	
Total Finance Dept.	$5,012,845	
PROGRAM		
Buses-Outdoor Ed	$30,000	
Co-op Bus Tickets	$60,000	
Total Program Dept.	$90,000	
FRENCH LANGUAGE SECTION		
Public Transit	$60,800	
Co-op Bus Tickets	$1,680	
Total French Language Section	$62,480	
GRAND TOTAL	$5,165,325	($1,254,550)

/30/96

Prepared by G. Christmas, Transportation Department

Appendix IV

IMPLEMENTATION OF A HOME SCHOOL MODEL

SOME SYSTEM IMPLICATIONS

- Board/school/principal/teacher accountability for program delivery
- provision of a spectrum of service
- Annual Review procedures
- design and delivery of Individual Pupil Plan
- parent expectations, input and communication
- staff training
- potential for added costs, due to re-routing of transportation

SOME SCHOOL IMPLICATIONS

Students:

- adapting to new school setting
- adapting to new staff
- adapting to new program delivery model
- adapting to new school peers

Parents:

- assurance of continuity of program
- familiarity with staff
- school orientation
- safety concerns

Teachers:

- movement to new school
- familiarity with new student body
- adapting to new program delivery model
- researching Annual Reviews
- planning for Individual Pupil Plans
- preparing classroom for students
- obtaining materials and other physical resources
- team planning with other staff
- awareness and participation in school plan
- accountability to students and families

Administration:

- transfer of records and record management
- orientation of new staff, students and parents
- establishment of timetables
- management of school plan
- management of special education procedures
- allocation of physical space

SUMMARY

Financial savings related to transportation have been projected, but financial costs related to program implementation are difficult to predict at this time. Implementation of a home school model requires planning and participation from all stakeholders, and hence requires adequate time to implement change that is long term cost-effective.

Self-Contained Class
Exit Criteria

Academic

- student demonstrates achievement commensurate with learner outcomes as specified in the I.P.P.

Social-Emotional

- student demonstrates self-control, positive interpersonal relationships, respect for self and others, appropriate decision making and problem solving commensurate with learner outcomes as specified in the I.P.P.

Organizational

- student demonstrates task commitment, task completion, and ability to work independently and with others commensurate with learner outcomes as specified in the I.P.P.

Integration

- student demonstrates growth in integrated subjects commensurate with learner outcomes as specified in the I.P.P.

Name _____

D.O.B. _____ Integrated Level _____

Time In Integrated Class _____

Exit Criteria Check List

Code S.C. = Self-Contained
I.C. = Integrated Class

	Exceeds Expectations		Meets Expectations		Does not Meet Expectations	
	S.C.	I.C.	S.C.	I.C.	S.C.	I.C.
Academic-Including Modification/Differentiation						
Student Demonstrates, as indicated by the I.P.P.						
• achievement commensurate with specific learner outcomes						
• other						
Social/Emotional						
Student Demonstrates, as indicated by the I.P.P.						
• self-control						
• positive interpersonal relationships						
• self-esteem						
• appropriate decision making and problem solving						
• self-advocacy						
• other						
Organizational						
Student Demonstrates, as indicated by the I.P.P.						
• task commitment						
• time on task						
• ability to function independently						
• ability to work with others						
• other						

Additional Requests/Comments

APPENDIX VII

MOVING FORWARD TOGETHER: HELPING STUDENTS ACHIEVE

OUR FIRST ANNUAL

CONFERENCE FOR PARENTS

OF HAMILTON BOARD OF EDUCATION STUDENTS

SATURDAY, MAY 6, 1995

SIR WINSTON CHURCHILL SECONDARY SCHOOL

8:45AM TO 2:45PM

Mark the date on your calendar, and plan now to attend this special event designed to help parents and educators work better together to support each child's success. It's free for all parents of Hamilton Board of Education elementary and secondary students.

Our keynote speaker will set the stage for the day's activities with a talk on ***"What's the Matter With Kids Today?"*** *addressing parent concerns about youth in a rapidly changing world. Then you will have the opportunity to attend your choice of three workshops – from a list of 20! There's a topic to interest everyone.*

Throughout the day, IBM will feature a display on present and future technology and how it is being used to support learning.

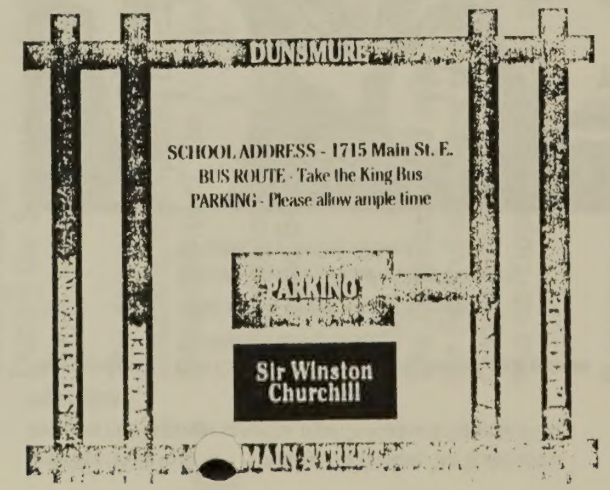
And to make the day complete, we will provide a continental breakfast (courtesy of Country Style Donuts, Jackson Square) and lunch (courtesy of our elementary and secondary teachers' federations).

Read this brochure carefully, and we know you'll agree this is an event you won't want to miss. Please complete the registration form, and return it, as soon as possible, to your school.

This conference is hosted by the Hamilton Board of Education, the Hamilton Council of Home and School Associations, elementary and secondary teachers' federations and principals' associations. We look forward to seeing you on May 6!

PROGRAM

8:45 to 9:15am	Registration Continental Breakfast (Sponsored by Country Style Donuts, Jackson Square)
9:15 to 9:30am	Welcome and Opening Remarks
9:30 to 10:45am	Keynote Speaker Dr. Peter Marshall Topic: "What's the Matter With Kids Today?"
10:45am	Refreshments to go
10:45 to 11:45am	First Workshop Session
11:45am to 12:45pm	Second Workshop Session
12:45 to 1:30pm	Lunch (Sponsored by elementary and secondary teachers' federations, H.W.T.A., O.P.S.T.F. and O.S.S.T.F)
1:45 to 2:45pm	Third Workshop Session
2:45pm	Conference Closes
8:45am to 2:45pm	Visit the IBM Educational Technology Display. See first hand how new technologies will help your children learn and better prepare for the world that awaits them.



KEYNOTE SPEAKER

PARENTS — You've probably said it yourself. Now, get the answer from an expert:

"WHAT'S THE MATTER WITH KIDS TODAY?"

Dr. Peter Marshall, psychologist, speaker, author – and more importantly, a father of five children himself – will provide the conference's keynote address on this important, and interesting, topic. Today's youth seem to attract a great deal of negative press – violence in schools and drug abuse, to name only two. As parents, we wonder what has happened to respect for authority and we often mourn the loss of old-fashioned values. But are we doing such a bad job of raising our children? Dr. Marshall says there is ample evidence that our children are capable of meeting the challenges of our rapidly-changing society. Learn about recent developments in approaches to child-rearing and education that promote responsibility in our children and teenagers.

Don't miss this important talk!

(Sponsored by a contribution from IBM)

WORKSHOP SESSIONS

We've provided the opportunity for you to attend three of the following workshop sessions.

All workshops are targeted to help parents and educators work better together, by providing more information on school programs, priorities and resources, as well as practical strategies for supporting student achievement in the areas of academic, social, emotional and physical development. You can select four workshop choices from the following workshop descriptions and include them on the registration form *(see other side)*.

A CHECK IT OUT! VISIT YOUR SCHOOL AND BECOME AN EQUAL PARTNER

Would you send your child to summer camp without checking it out first? Then don't send him/her to school for more than 200 days a year either, without asking the right questions. Learn what you and your child are entitled to at your school; how to tap into a wealth of school resources; how to become a partner in your child's education.

Presented by: *Susan Joyce, Principal, Linden Park Elementary School*
Mary Johnson, Vice-Principal, Memorial Elementary School
Marlene Gibson, President, Hamilton Council of Home and School Associations

B HELP! THESE KIDS ARE DRIVING ME CRAZY!

This workshop will provide you with practical strategies for getting kids to do what you want – while keeping your sanity intact. We'll focus on learning new ways of dealing with misbehaviour as well as tactics for keeping your cool.

Presented by: *Gail Glenny-Burke, Social Worker, Sanford Avenue School*

C "DO YOU HEAR ME?"

Effective communication between children and parents doesn't just happen. It takes a lot of hard work – especially by parents. We need to know when to talk, how to talk and when it's time to stop talking. Learn how to improve your communication with your children, and improve your chances of raising healthy, happy, well-adjusted children.

Presented by: *Kathryn Brink, Vice-Principal, R.A. Riddell Elementary School*

D HOW WE MEASURE STUDENT SUCCESS

In this workshop, you'll learn more about our Board's expectations – or Learning Outcomes – for students at each grade level, especially how they relate to the Common Curriculum. You'll also learn how your child's progress will be reported to you relative to those expectations.

Presented by: *Bob Chapman, Special Assignment, Assessment Evaluation & Reporting*
Anne Cliffe, Curriculum Consultant
Trevor Thomson, Head of Mathematics, Westdale Secondary School

E THE ROLLER COASTER OF ADOLESCENCE – WHEN TO WORRY, AND WHERE TO GET HELP

Mood swings. Preoccupied. Impulsive. Disinterested. Depressed. Sensitive. Unreasonable. Non-communicative. Out-of-control.

Do any (or all?) of those describe your teen? When are they considered normal teenage qualities and when do they signal danger signs? Find out where to get help.

Presented by: *Corinne Waud, Public Health Nurse*
Ellen Pezzetta, Public Health Nurse

F RAGING HORMONES

Does this topic bring sweat to your brow? Fear to your heart? An ache in your stomach? This workshop will focus on how to communicate with your pre-teen and/or teen about sexuality and relationships. We'll explore issues commonly faced by teens and their parents and provide practical strategies and resources in this informal dialogue.

Presented by: *Carol Schulze, Public Health Nurse*

G IF YOUR CHILD HAS SPECIAL NEEDS

All parents, whether you have children with special needs or not, will learn a great deal from this workshop. The presenters will focus on types of disabilities, roles and responsibilities of parents and the Board, and the programs the Board offers to accommodate students with special needs. There will be ample opportunity to ask questions.

Presented by: *Dr. Janice Tomlinson, Co-ordinator of Special Education*
Wanda Lane, Principal, Robert Land School

H PLAYING IS LEARNING

Learn why play is so essential to young children, and what materials and environments encourage their playtime. Your decisions about toys, playgrounds, learning materials and how you interact with children do make a difference in what children learn about themselves and the world around them. Find out about the materials and ideas that will promote constructive play and learning for your children.

Presented by: *Shelagh Simpson, Early Years Co-ordinator*

I SCHOOL RESOURCE CENTRES – MORE THAN YOU THINK

The school library has come a long way since our school years. Today's school resource centre is the heart of education programming, and is preparing our students for life and work in the Information Age. Attend this workshop and learn what new resources our children are using to access and manipulate information, such as CD-ROM disks and databases. Discover what you can do at home to encourage your child to make maximum use of your school's resources.

Presented by: *Giselle Whyte, Partners in Action, Consultant*
Sharon Flood, Library Technician, Sir Winston Churchill Secondary School
Tom Marston, Teacher Librarian, Sir Winston Churchill Secondary School

J FEAR DOESN'T WORK!

If fear doesn't work, what does? Find out in this important workshop. Our goal is to assist parents with the difficult task of discipline. Traditionally, fear has played a big role in discipline. But we all know that *Fear Doesn't Work.* We'll provide you, as parents, with other techniques that will help you build positive relationships with your children, without the use of fear.

Presented by: *Doug Trimble, Principal, Hillcrest Middle School*

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

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Program Department

Département de programmes

1996 January 16

TO: Chairman and Members
Program Committee

FROM: E. G. Bond, Superintendent of Program

RE: **PROPOSAL FOR THE EVALUATION OF SPECIAL EDUCATION PROGRAMS**

REPORT: **INFORMATION/DECISION**

Background:
During the Summer and Fall of 1995, members of the Psychological Services Department developed a proposal for the evaluation of Special Education programs.

The data source for the current project was the incorporation of the Psychological Services' Database, the Special Education Student Information System, and the Assessment and Accounting Departments of The Hamilton Board of Education.

Psychoeducational Consultant Joseph Trovato, under the supervision of the Chief Psychologist, Dr. Marie Bountrogianni, was responsible for compiling, analyzing and interpreting the data.

Issue:
The increase in the need for Special Education services in the last five years has prompted efforts in the field of education to examine reasons for and to predict outcomes of Special Education support. In view of the changing economic circumstance and the costs of Special Education, this proposal was developed to examine the effectiveness of Special Education programs.

Recommendation:
That the ***Proposal for the Evaluation of Special Education Programs*** (**Appendix II**) be approved and that a progress report be brought back to the Program Committee in January, 1997.

Rationale:

Appendix I	Relevant Background Information
Appendix II	Proposal for the Evaluation of Special Education Programs

/kja
Attachment

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P O Box 2558
Hamilton, Ontario
L8N 3L7

Adresse postale
C P 2558
Hamilton (Ontario)
L8N 3L7

APPENDIX 1

RELEVANT BACKGROUND INFORMATION

TABLE 1

Statistical Trends in the Proportion of Exceptional Students
The Hamilton Board of Education (1990/1991 - 1994/1995)

	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995
Total Students	39,949	39,054	38,559	39,109	40,800
Total Exceptional	3, 291	3,381	3,446	3,474	3,574
% of Total Students	8.24	8.65	8.94	8.89	8.76

- According to The Ministry of Education and Training data, 8.0% of Ontario children in publicly funded elementary and secondary schools were identified as exceptional.

- It is estimated, on the basis of assessment and financial accounting data made available by the Assessment and Accounting Departments of The Hamilton Board of Education (HBOE) **for the 1994/1995 school year, that the cost of educating a regular class elementary school student was approximately $5,300.00 for the school year. To educate an exceptional student in that same environment, the costs increased to approximately $8,500.00.** Significantly higher costs are incurred when the more complex needs of exceptional students are addressed in self-contained Special Education classes. **The average annual cost of educating an exceptional student in a self-contained environment is approximately $15,000.00 (the range varies from $33,000.00 for an autistic student to $9,800.00 for a GLD student).**

- During the period from 1989/1990 to 1993/1994, the Ministry of Education and Training reported a small but steady movement away from self-contained Special Education classes towards integration of Special Education students into regular classes. **The Ministry reported about a 1% increase in the integration of exceptional students each year for that period. By 1993/1994, the last year of study, the Ministry had identified that 60% of exceptional pupils at the elementary level were in regular classes.**

TABLE 2, however, highlights a five-year trend within The Hamilton Board of Education that deviates from this overall provincial trend:

TABLE 2

Statistical Trends in Integration of Exceptional Students
The Hamilton Board of Education (1990/1991 - 1993/1994)

	1990/1991	1991/1992	1992/1993	1993/1994
Total Exceptional (Secondary and Elementary)	3,291	3,381	3,446	3,474
Total Regular Class (Elementary)	569	541	560	459
% of Total Exceptional (Elementary)	30	30	30	25
Ontario %	**57**	**58**	**59**	**60**

- TABLE 2 indicates that the proportion of exceptional students in The Hamilton Board of Education who were in regular programs within a similar time frame as reported in the Ontario report, was significantly less than the Ontario norm. While the Ontario report showed a steady increase in integration of about 1% annually up to the 1993/1994 school year, the trend in Hamilton for the same period, was to remain stable at 30% and then in the last year, to decline by about 5% to an overall 25% level.

- TABLE 3 illustrates, according to exceptionality, the percentage of students integrated into elementary school regular classes in both the Hamilton Board of Education and across Ontario over a five-year time frame:

TABLE 3

Percentage of Students Integrated into Regular Classes
Selected Exceptionalities: Elementary Level
Hamilton Compared to Ontario Over a Five-Year Period

EXCEPTIONALITY	HAMILTON BOARD		ONTARIO	
	1990/1991	1994/1995	1989/1990	1993/1994
Specific Learning Disability	44.0	39.0	68.0	71.0
Gifted	26.0	32.0	70.0	66.0
Intellectually Disabled-GLD	14.0	18.0	32.0	41.0
-TR	3.0	4.0	7.0	14.0
Behavioural	9.0	17.0	33.0	38.0
Speech and Language Impaired	21.0	21.0	65.0	65.0
Multiple	33.0	24.0	30.0	36.0
Autistic	15.0	46.0	Not Available	
Hard of Hearing	17.0	6.0	Not Available	
Visually Impaired	100.0	100.0	Not Available	
Orthopedic	42.0	48.0	Not Available	

- Of the 170,000 Ontario children who were identified as exceptional in 1993/1994, 48% were identified as having a Specific Learning Disability (SLD), 19% were Gifted (IG), 12% were Intellectually Disabled (GLD/TR), 8% were Behavioural (BE), 6% were Speech and Language Impaired (CS), 3% were Multiple Exceptionality (MU), and 1% were Autistic (CA).

- Within the Hamilton Board of Education, the following trend was noted in the five-year span from 1990/1991 to 1994/1995:

TABLE 4

Statistical Trends in the Proportion of Selected Exceptionalities
The Hamilton Board of Education (1990/1991 - 1994/1995)

EXCEPTIONALITY	YEAR OF STUDY				
	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995
Autistic	0.4	0.5	0.6	0.6	0.9
Hard of Hearing	0.5	0.5	0.5	0.6	0.6
SLD	43.3	45.2	45.7	47.0	48.4
Speech and Language	4.8	4.9	5.4	5.8	6.2
Total Communication:	**49.0**	**51.1**	**52.2**	**54.0**	**56.1**
GLD	20.4	17.5	15.5	14.6	13.3
TR	4.4	4.4	3.8	3.2	3.4
Gifted	18.9	19.6	21.0	21.0	21.5
Total Intellectual:	**43.7**	**41.5**	**40.3**	**38.5**	**38.2**
Physical/Orthopedic	1.3	1.1	1.3	1.3	1.3
Physical/Visual	0.2	0.2	0.2	0.2	0.3
Total Physical:	**1.5**	**1.3**	**1.5**	**1.5**	**1.6**
Behavioural	3.4	3.5	3.6	3.7	4.0
Multiple	2.2	2.5	2.4	2.2	2.1

- TABLE 5 shows a comparison between Hamilton's distribution of exceptional students for 1993/1994 and those of the province. The actual distribution of exceptional students as a proportion of the total population of exceptional students is similar, except that the Hamilton figures indicate more intellectually disabled (GLD and TR) and fewer behaviourally exceptional students as compared to the Ontario distribution. In all, Hamilton seemed to be generally following the Ontario trend for 1993/1994.

TABLE 5

Statistical Trends in the Proportion of Selected Exceptionalities in The Hamilton Board of Education Compared to Ontario (1993/1994)

EXCEPTIONALITY	HAMILTON BOARD	ONTARIO
Specific Learning Disability	47.0	48.0
Gifted	21.0	19.9
Intellectually Disabled	17.8	12.0
Behavioural	3.7	8.0
Speech and Language Impaired	5.8	6.0
Multiple Exceptionalities	2.2	3.0
Autistic	0.6	1.0
Hard of Hearing	0.6	1.0
Visually Impaired	0.2	1.0
Orthopedic	1.3	1.0

PROPOSED FUTURE DIRECTION:

- Given the increase in the need for Special Education services during the last several years, in conjunction with the associated increases in costs, the match or mismatch of needs and available services and resources has become a topic of considerable discussion in the field of education. Interestingly, despite this debate, very little has been documented in the literature about the intellectual, academic and behavioural characteristics of students who receive this increasingly costly Special Education support. While it is true that available research has demonstrated consistently that such students display characteristic profiles of difficulty in a general sense, there is very little in the way of hard data documenting the specificity of these characteristics.

- Over the last five years, however, Psychological Services in collaboration with the Special Education Department, has endeavoured to obtain relevant data. These data have been helpful in clarifying the type of student most in need of Special Education support . Mounting evidence suggests further that these data have been quite helpful in matching these students with available services and resources.

- More specifically, research over the last five years in the Hamilton Board of Education by Psychological Services has documented that the Identification, Placement and Review Committee (I.P.&R.C.) process has been effective in identifying the various exceptionalities on the basis of very discrete and discriminating intellectual, academic and behaviour characteristics. There is also an accumulating body of evidence that the I.P.&R.C. process has been consistent in deciding placements and/or programs on the basis of the specificity of these characteristics.

- **However, despite this efficiency and consistency, there is still the question of whether the process of identification, as efficient as it may be, and the process of placement, as consistent as it may be, are effective in the sense of meeting the specific needs for which the student was initially identified and placed. This is the first and foremost consideration.**

- The second consideration is one of cost effectiveness. The cost of educating the "average" exceptional student in a self-contained class is almost double that of educating that same student in a regular classroom program. **The question then becomes whether there is any significant difference in the progress of a student placed in a self-contained classroom as opposed to a student placed in a regular classroom program,** bearing in mind that there has to be some controlling for the relative start points or level of severity of the condition for which self-contained and/or regular class placement recommendations were made.

- Another equally important consideration is one of **social cost, the cost of moving a student into a self-contained program away from peers and supportive friends. This is the** ongoing cost to self-esteem, personal self-concept and academic progress, all having been documented in the educational as well as psychological literature as critical to the overall outlook of a student relative to projected success.

- **Finally, there is the consideration of the need for an effective and consistent structure to document the specific criteria for returning a student who has been identified exceptional for self-contained placement back into the regular class environment, as clearly as is the case for the specific characteristics that stimulated the move to a Special Education placement initially.** This would include not only addressing the needs of the individual student, but also the needs of the regular program educator, as well as the student's peers and parents.

- With this in mind, the key questions for the future would therefore have to be:

  (a) Are the Special Education programs effective?

  (b) Are students in Special Education classes progressing at rates better than Special Education students placed in regular classes?

  (c) Are students successfully transferring out of Special Education classes into regular classroom programs?

  (d) How prepared are the regular classroom environments for successful reintegration of students who have been in Special Education placements?

APPENDIX II

PROPOSAL FOR THE EVALUATION OF SPECIAL EDUCATION PROGRAMS

1. On the basis of data generated by Psychological Services in 1991, there was very little movement in terms of Special Education identification and placement. At that time, Psychological Services found that the designation of exceptionality, whether from one exceptionality to another or whether it was from exceptional to non-exceptional, was seen to change in less than 1% of cases. In terms of placement, there was change from self-contained to regular class or from regular class to self-contained in only 9% of cases. The stability of the data relative to the percentage of students in regular classroom programs already reviewed in this paper would also seem to be further evidence of the very little movement in our Special Education system. Further investigation will hopefully clarify the movement that has been seen is in the direction of more self-contained education, contrary to the norm for the province.

Proposed Evaluation Component:

It is proposed that these data be reviewed and updated to the current school year to determine if this trend of little movement has indeed continued since our 1991 review.

2. One would assume that if students are appropriately and consistently identified and placed in programs based on the specificity of their intellectual, academic and behavioural characteristics and that our Special Education programs are effectively designed to impact on these characteristics in a significantly positive way, then one would further assume that there might be significant progress relative to the specific characteristics. Therefore, if BE students are identified and placed on the basis of their delayed behavioural characteristics, then there should be significantly positive growth in these characteristics. Similarly, if an SLD student is identified and placed on the basis of delayed academic skills, then there should be significantly positive growth in academic skills.

Proposed Evaluation Component:

It is proposed that the differences in profiles be measured on the basis of test/retest data available in the Psychological Services' database. A first run on this database indicates that there are approximately 36 test/retest cases for a non-exceptional group, 44 for a BE group, 341 for an SLD group, 64 for a GLD and 53 for Speech and Language.

It is proposed that comparisons of the non-exceptional group to the exceptional group and comparisons of the relative progress of the self-contained exceptional group to the regular class exceptional group between and within each category of exceptionality be made.

3. In terms of the specific criteria for integration into regular classrooms, this would include the needs of the accepting regular class educator, peers and parents. It would be interesting to know what the flow is between self-contained to regular class and regular class back to self-contained (a recidivism rate, if you will). A specific analysis of these situations may help clarify any critical components such as training for regular educators, awareness and training for parents and receiving peers and/or special services support systems that may be absent but necessary for successful reintegration.

Proposed Evaluation Component:

It is proposed that the recidivism rate for exceptional students be examined and reasons explored for exceptional students not remaining in the regular stream, thereby identifying any shortfalls in service to exceptional as well as regular stream students.

4. The last component that needs to be evaluated on an ongoing basis relates to whether there are differences for each group of exceptional students on the basis of outcomes in secondary school.

Proposed Evaluation Component:

It is proposed that secondary school outcomes for exceptional students as compared to regular class students and the differences between each of the various exceptionalities and between regular and self-contained placements continue to be examined.

APPENDIX IX

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

TO: The Chairman and Members
Operations and Finance Committee

RE: The Report of the Integration/Accommodation Sub-Committee
(referred back to SEAC at the October, 1995 meeting for revision)

FOR: Information and Decision

BACKGROUND:
SEAC has always worked to collaborate with the Board and values its relationship with trustees and Board officials. It takes its responsibilities seriously regarding any matter pertaining to special education. SEAC is aware of the current fiscal limitations facing the Board. This report is respectfully submitted as our best collective thinking around issues on accessibility, reflecting the diverse community groups represented on SEAC.

Accessibility has been a long standing concern to SEAC because there appears to have been a lack of long term planning around this issue. Any funds available for upgrading schools' accessibility appears to have been used in a random manner, rather than planning around anticipated student needs and needs within a family of schools.

A report regarding accessibility was approved by the Board in 1987 which is now outdated. Many of its recommendations have not been implemented.

Since the 1987 report, the current legislation concerning the accommodation of persons with disabilities has led to expectations that all public buildings will be accessible. SEAC knows that this cannot be a reality for all of Hamilton's schools. It is also aware that retro-fitting of schools is always more expensive than proper planning from the start of any new building or major renovation. SEAC acknowledges the strong community expectations that children will be educated in their community school.

SEAC knows that the cost of transportation of special education students is very costly as they use expensive vans and taxis. About 60% of all the students who are transported are special education students. If they could be placed in their home schools there would be savings to the Board. However, to achieve this, planning is needed for the future needs of students to make buildings accessible.

SEAC is not requesting that all schools be upgraded systematically, as it recognizes that this is not possible for some older schools. However, when renovations or new buildings are being considered, the best possible use of existing expertise within the community should be used to achieve the greatest amount of accessible features using available financial resources.

Time lines have not been suggested in the report because of fiscal uncertainties.

ISSUES:

To improve trustees' understanding of the need to plan for accessibility for students with disabilities.

To seek trustee approval for recommendations to improve planning for students with disabilities.

RECOMMENDATIONS:

i) That accessibility be given consideration in all renovations and building projects, and that appropriate stakeholders be included in the planning process.

ii) That the Accessibility Report be updated, to include current information regarding school accessibility and a map indicating families of schools (i.e. feeder and receiving schools)

iii) That the Plant Department, in consultation with appropriate Board personnel and organizations represented on SEAC, examine the Barrier Free Design Guidelines of the City of Hamilton when planning future renovations and building projects.

iv) That, where a student requires special accommodation, the planning process include consultation between the principal, parent, student and other appropriate personnel.

v) That evacuation and fire safety Operating Procedures be reviewed regularly to include specific evacuation procedures for individual students with disabilities.

vi) That the need for specific evacuation procedures for individual students with disabilities be included on the Student Information System database.

vii) That the Student Information System be programmed to gather appropriate data to assist in the transition between schools of students with special physical needs.

RATIONALE

The recommendations were developed on the assumptions that to develop the best solutions for accommodating students with physical disabilities, there should be excellent advanced planning and communication both within the organization and among educators, parents and other support workers.

• SECTION 27 • TREATMENT CLASS INFORMATION 1995 - 1996

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECTION 27 TREATMENT CLASS INFORMATION
1995 - 1996

FACILITY NAME	FACILITY ADDRESS
Chedoke-McMaster Hospital Child and Family Centre - **Cornerstone**	354 King Street West Hamilton, L8P 1B3

TYPICAL CLIENT PROFILE		
Adolescents 13 to 19 with psychiatric/ emotional problems i.e. depression, anxiety, eating disorders. Recently discharged from psychiatric ward or in residential treatment.	ORIGIN OF CLIENT Hamilton Wentworth	
	DAY (D) OR RESIDENTIAL (R)? D	
	# CLASSES 1	# STUDENTS 6 - 8
	AVG. LENGTH OF STAY	8-10 months
	AVG. AGE OF CLIENT	15 - 16

ADMISSION POLICY

1. Self Referral or referral by a community professional to Child and Family Centre Intake.

2. Assessment completed by a clinician on the Adolescent Outpatient Team unless one has been completed recently (within 6 months) in another facility.

3. Meeting with Manager at Cornerstone to determine suitability and commitment.

NOTE: Step 3 might happen before Step 1 if client or community professional are unclear about the program's suitability and want more information before formal referral is made.

4. Staff Meeting at Cornerstone to discuss referral.

Referral Criteria:
- significant impairment in school functioning as a result of psychiatric or emotional problems
- is willing to attend regularly
- lives in the Hamilton-Wentworth Region

Exclusion Criteria:
- displays chronic severe anti-social or violent-aggressive behaviour
- acutely psychotic or acutely suicidal
- severely developmentally delayed
- adolescents who have substance abuse as their primary problem

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECTION 27 TREATMENT CLASS INFORMATION
1995 - 1996

FACILITY NAME

Chedoke-McMaster Hospital Child and Family Centre - **Cornerstone**

DEMISSION POLICY

Steps for Demission would be discussed at Admission if possible.

1. The teacher may negotiate a part-time or full-time integration plan with a school, through the School Principal or Program Leader.

2. If in situations where the tutor/therapist has a pre-existing arrangement with a school for the student, partial or full integration may begin at a mutually-agreed upon time.

3. If the family/student prefer to make school arrangements for themselves, staff would provide follow-up as above.

4. Follow-up with student/family may be arranged, including after school groups, regular school visits, community visits, etc.

5. Individual or family therapy may also be on-going from the referring therapist.

CONTACT NAME Bonnie Buchanan, Program Manager

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECTION 27 TREATMENT CLASS INFORMATION
1995 - 1996

FACILITY NAME	FACILITY ADDRESS
Salvation Army - **Grace Haven**	138 Herkimer Street Hamilton, L8P 2H1

TYPICAL CLIENT PROFILE	ORIGIN OF CLIENT Hamilton and communities
Pregnant and/or parenting adolescents/women.	DAY (D) OR RESIDENTIAL (R)? D & R
	# CLASSES 2 / # STUDENTS 12 - 16
	AVG. LENGTH OF STAY 178 days
	AVG. AGE OF CLIENT 16

ADMISSION POLICY

Participants accessing Grace Haven services are prenatal adolescents/women or postnatal adolescents/women. The programs can be accessed on a residential or community basis. The participant must have identified a need for one or more of the following services:

- School (Section 27)
- Life skills program
- prenatal education
- drop-in parenting support group
- collective kitchen
- home visitation
- 24 hour support line
- counselling
- "Nobody's Perfect" parenting program
- Residential pre or postnatal program

A participant who is school age and has not completed her secondary school credits is encouraged to access the school program. If the participant is under 16 and is living in the residential program, she is required to attend school.

- a student must be willing to attend the school program a minimum of 3 days per week
- a prenatal student is encouraged to attend the school program for the duration of her pregnancy
- a postnatal student is asked to take a one month parental leave and then may continue to attend the program with her infant for up to one year after the birth of the infant. A student may choose this option if she does not have child care or is breast feeding her infant
- a postnatal student may attend the school program if her child is over one year, she has obtained child care and she demonstrates a need for the support GH provides as a care facility eg. parenting support, crisis support, peer parenting support

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECTION 27 TREATMENT CLASS INFORMATION
1995 - 1996

FACILITY NAME

Salvation Army -
Grace Haven

DEMISSION POLICY

A student is demitted from the GH school for one or more of the following reasons:

- students sign an agreement form on admission to the school program. If a student does not cooperate with the terms of the agreement, she may be demitted from the program eg. lack of regular attendance on a monthly basis
- a student may have obtained child care for her infant or the child may have reached one year of age
- a student no longer requires the support of the maternity program
- a student has completed her credits

CONTACT NAME Maggie Jamieson, Maternity Prog. Director - Capt. Barb Penney, Exec. Dir.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECTION 27 TREATMENT CLASS INFORMATION
1995 - 1996

FACILITY NAME	FACILITY ADDRESS
Lynwood Hall Child and Family Centre	On - 526 Upper Paradise Road, Hamilton, L9C 5E3 Off - Queen Mary School

TYPICAL CLIENT PROFILE	ORIGIN OF CLIENT Hamilton-Wentworth Region
Latency aged male and female children who are deemed emotionally and behaviourally disturbed and unable to continue in a school environment even with available support.	DAY (D) OR RESIDENTIAL (R)? D & R
	# CLASSES 3 — # STUDENTS 18 - 24
	AVG. LENGTH OF STAY 7 - 8 months
	AVG. AGE OF CLIENT 11 -12

ADMISSION POLICY

1. Referrals to Day Treatment (DT) are received in 2 ways:
   a) Children being referred for residential placement and DT are screened through the Association for Agencies for Treatment and Development (AATD) Central Referral Team. As a community service provider, Lynwood Hall is represented on this team by the Manager of Clinical Services (or designate).
   b) Children wanting Day Treatment only are referred directly to the Manager of Day Treatment Services. An initial consultation is offered over the phone and a referral form sent to the referring agency with a request for all pertinent information to be forwarded to Lynwood.

In the case of either type of referral, it is recommended that a referral by any agency other than the Board of Education, be coordinated with and supported by the Board of Education.

2. Upon receipt of the referral, the Manager of DT will ensure that all necessary documentation has been received. This includes:
   - recent Psychological testing and psychiatric reports
   - recent academic report such as report cards, diagnostic testing, IPRC minutes, etc.
   - recent school summary addressing social/emotional/behavioural functioning
   - reports from agencies, currently or previously involved

Referral is not processed until all information is received.

3. When all referral information has been received, the Manager of DT will contact both the family and the school to arrange for an orientation session. An indication will be given as to the approximate time frame that a spot will be available.

4. The parent and/or school personnel may call to update or to inquire about the child's status on the waiting list at any time.

5. As a spot becomes available, the Social Worker assigned will arrange for the family and child to attend the DT screening meeting. The Social Worker will interview the family to gather specific information and begin to help the child and his/her family map out the initial Treatment Plan. The classroom Care and Youth Worker (CYW) and teacher will participate in this process. An admission date will be confirmed.

6. The information from the Intake will be presented at the Team Meeting prior to the child's admission to discuss/plan for any concerns. The teacher will notify the Board of Education to arrange for the transfer of the Ontario Student Record folder.

7. The Social Worker will request that the family have the child assessed by their physician to ensure that the child is free from communicable disease and is in reasonably good health.

8. The Social Worker will ensure that all admission documentation is complete and on file.

9. On the day of admission, the child, accompanied by the parents if available, will be met by the classroom CYW and supported in settling into the classroom.

10. Within the first two weeks in the classroom, a meeting will be held to establish and confirm the Treatment Plan specific to the areas of concern identified by the child and the family.

For Residential/Day Treatment clients, these will be coordinated with the Prime Worker on the Residential unit.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECTION 27 TREATMENT CLASS INFORMATION
1995 - 1996

FACILITY NAME

Lynwood Hall
Child and Family Centre

DEMISSION POLICY

1. The child will be discharged when the child, family and team consider him/her able to function within and benefit from the regular educational system. An integration team including: the home school, Special Education Liaison Consultant, Lynwood Teaching Staff, Lynwood Support Staff and others important to the child will assemble to plan the student's reintegration to regular school programming.

2. The child may be discharged when the child, family (legal guardian) and team consider him/her unable to benefit by remaining in the program.

3. If the parents wish to withdraw their child or are unwilling to participate in the treatment process, discharge is considered warranted.

CONTACT NAME Deb Garbett, Day Treatment Manager - Alex Thomson, Executive Dir.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECTION 27 TREATMENT CLASS INFORMATION
1995 - 1996

FACILITY NAME	FACILITY ADDRESS
Hatts Off!	E - 93 Mericourt Road, Hamilton L8S 2P1 S- 1371 Concession #10W, Puslinch N0B 2J0

TYPICAL CLIENT PROFILE		
Emotionally/Behaviourally disturbed Learning Disabled Developmentally Delayed Society Wards/Crown Wards	ORIGIN OF CLIENT Toronto CAS & CCAS	
	DAY (D) OR RESIDENTIAL (R)? D & R	
	# CLASSES 2	# STUDENTS 10 - 16
	AVG. LENGTH OF STAY	2 years
	AVG. AGE OF CLIENT	10-16

ADMISSION POLICY

- Typical admission are youngsters who have a history of previous community placements
- A package is sent from Children's Aid with an up-to-date profile plus other pertinent information
- A review of the profile is conducted by the Management Team composed of the Residential Director, Director of Foster Care, Executive Director
- Determination of placement is made (least restrictive to most restrictive):
  - Hi Level Supervising Fostering
  - Staff Model (ratio of 1 adult to 2 clients) 4-6 bed program
  - Farm
- Continued determination of Community vs. Section 27 educational needs

DEMISSION POLICY

- Reviewed at Case Conference - mandate of one per month although client's needs assessed regularly
- Demission is the determination of the Team comprised of the sending agency, clinical members, Residential Managers, etc.
- Client usually graduates to independent living, returns to their family or transfers to another residential treatment facility
- The client is usually discharged from the Hatts Off Section 27 school and moves on to Community School
- Clients are usually moved by the CAS to a public funded agency (Brennan House, Outlook Residence).

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECTION 27 TREATMENT CLASS INFORMATION
1995 - 1996

FACILITY NAME	FACILITY ADDRESS
Woodview Children's Centre **Woodview** Day Treatment	Westdale Secondary School Delta Secondary School

TYPICAL CLIENT PROFILE	ORIGIN OF CLIENT Hamilton Wentworth	
Family or parenting issues; academic difficulties; social skill deficits. Other frequently noted problems include anxiety, depression, truancy, social isolation.	DAY (D) OR RESIDENTIAL (R)? D & R	
	# CLASSES 2	# STUDENTS 16 - 20
	AVG. LENGTH OF STAY	20 months
	AVG. AGE OF CLIENT	15 1/2

ADMISSION POLICY

1. a) Contact is made by phone with the referral source
   b) A referral form is sent to the contact
      • source could be Adjustment Consultant, Teacher, Vice Principal, Parent, Social Worker

2. An interview with referral source, client, parent and representative from Woodview is organised in order to share the program's philosophy and expectations. The purpose is to investigate the client's intentions and motivation to join the program.

3. A one-to-one interview with client and the Woodview Case Worker is arranged. This discussion would allow the client to confirm their interest in the program. Woodview's expectations are presented as well.

4. If the client's interview is successful, a trial period in the classroom is negotiated. The start date is usually determined by available space in the school program. Woodview Delta's classroom has ten students, while Woodview Westdale accommodates eight students.

5. Woodview's expectations of the trial period:
   - client has the opportunity to determine if this program is appropriate
   - good attendance and punctuality
   - appropriate and safe use of equipment and good participation in sports program
   - good effort made to mix with present students
   - student follows general directions from staff and teacher
   - a concerted effort to make changes at present school

   - the length of the trial period is determined by:
     (i) the success of client
     (ii) the space available in classroom
     (iii) the client's approval

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECTION 27 TREATMENT CLASS INFORMATION
1995 - 1996

FACILITY NAME

Woodview Children's Centre
Woodview Day Treatment

DEMISSION POLICY

Demission I

1. Once the student has been in the program a minimum of one semester and has consistently demonstrated positive change in targeted areas, integration will begin based on courses, student's strengths, interest and potential for success.
2. Successful completion of initial integration will lead to further integration. Input for these choices will come from the student, parents and Woodview staff.
3. With continued success in integrated courses and demonstrated ability to sustain gains, students will be discharged into regular high school programming geared to best address their needs and ability level.

Demission II

1. Regular negative or disruptive behaviour occurs, usually combined with a lack of academic effort or apathy. Students behaviour and attitude is contrary to the individual's and the classroom program plan. Negative behaviour is tracked for a 2 to 3 week period.
2. Identification of the specific problem areas is presented to the student and their parents. Specific problem areas are addressed and a plan is formulated to address the specific problem areas. If a suspension is involved, the Board's Liaison and Program Principal is notified. This is monitored for a 2 to 3 week period.
3. A contract targeting behaviour, academic effort and attendance expectations is created. Stipualtions of this contract are to be met usually within a 1 month period. If the contract is fulfilled, the student would begin on a positive new beginning. If the contract is broken, discharge planning begins.

CONTACT NAME Delta - Frank Hayes Westdale - Wayne Claxton

DRAFT

SPECIAL EDUCATION ADVISORY COMMITTEE

REFERENCE MANUAL

The Board of Education for the City of Hamilton

"Learning is most important to success in life"

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The following pages reflect the sections of The Education Act (Revised Statutes of Ontario, 1990) that refer directly to Special Education Advisory Committees. They are presented in this document to allow the members of the Special Education Advisory Committee, the Board of Education and the public full understanding of the rights and responsibilities of the Special Education Advisory Committee.

VISION AND MISSION OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

VISION

"Learning is most important to success in life."
The vision of the Hamilton Board is to have a student-centred and school-based educational system which advocates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communication, and challenges students to continued achievement.

This direction represents a refocussing on the students in the classroom.

Support and development of this vision will provide Hamilton students with the capabilities to meet the challenges of the 21st century.

MISSION STATEMENT

The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.

INTRODUCTION

Provision of Special Education Programs and Services

Section 170(7) of the Education Act (R.S.O. 1990) states that
Every board shall provide or enter into an agreement with another board to provide in accordance with the regulations special education programs and special education services for its exceptional pupils in the English language or, where the pupil is enrolled in a school or class established under Part XII, the French language, as the case may be. 170(7)

The Board of Education for the City of Hamilton has historically maintained a steady interest in, and has continuously provided for, the education of students under its jurisdiction who may in any way be considered exceptional.

Principles of Education (Ministry of Education and Training,1993)

Education in Ontario is founded on a commitment to **accountability, excellence, equity** and **partnership**. In its contribution to programs, personnel, facilities, and finances, The Board of Education for the City of Hamilton supports these four cornerstones of education.

The principles of education to which the Board of Education for the City of Hamilton, in concert with the Ministry of Education and Training, ascribe, include:

Learning

1. Learning involves developing values as well as knowledge and skills.
2. Learning means asking questions and making connections.
3. Learning requires effort and self-discipline.
4. Learning builds on existing knowledge, skills, and values.
5. People learn in different ways and at different rates.

Teaching

1. Teachers need to use a variety of methods to reach different kinds of students.
2. Teaching methods should encourage students to ask questions and make connections.
3. Integrated teaching methods are best developed through discussion and experiment involving all members of the school community.

Curriculum

1. Students learn from all their experiences in school.
2. An integrated curriculum is necessary to prepare students for the modern world.
3. Curriculum must be adaptable.
4. The curriculum must be free of bias and reflect the variety of people that make up our society.
5. The strengths, needs, and backgrounds of individuals must be recognized.

Assessment and Evaluation

1. Assessment of student learning is an essential part of the Ontario curriculum and effective classroom practice.
2. Teachers need to use a wide variety of appropriate assessment methods.
3. Evaluating and reporting student achievement is the job of the teacher, who must consider the special needs of individual students and work closely with them and their parents.
4. The evaluation of school programs should lead to their improvement and should be based on school-based and provincial standards.

The Special Education Advisory Committee is particularly committed to the application of these principles to students with special learning needs who are served by the Board.

THE MANDATE

Every board shall... establish a special educational advisory committee that shall consist of:

a) one representative from each of the local associations, not to exceed twelve, in the area of jurisdiction of the board, as nominated by the local association and appointed by the board;

b) where the board provides a French-language instructional unit as defined in section 288, one or more members who are French-speaking appointed by the board as representative of the French-speaking ratepayers or supporters of the board;

c) where the board provides English-language schools or classes under section 289 and 301, one or more members who are English-speaking appointed by the board as representatives of the English-speaking ratepayers or supporters of the board; and

d) three members appointed by the board from among its members.

and in addition to the members referred to in clauses (a), (b), (c) and (d), the board may appoint one or more additional members who are not representative of either a local association or the French-speaking community and are not members of the board or of a committee of the board. 206(2)

For the purposes of subsection (2), where there are more than twelve local associations in the area of jurisdiction of the board, the board shall select the twelve local associations that shall be represented. 206(11)

NOTE

"local association" means an association or organization of parents that operates locally within the area of jurisdiction of a board and this is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults. ("association locale") 206(1)

TERMS OF REFERENCE

A Committee established under subsection (2) may make recommendations to the board in respect of any matter affecting the establishment and development of special education programs and services in respect of exceptional pupils of the board. 206(8)

Before making a decision on a recommendation of the committee established under subsection (2), the board shall provide an opportunity for the committee to be heard before the board and before any committee of the board to which the recommendation is referred. 206(9)

The Board shall ensure that all Committee members have sufficient notice of the time and date of all Board meeting dealing with recommendations of this Committee, and of those committee meetings to which any recommendation of this Committee shall be referred.

It is hoped that, in matters pertaining to special education programs and services, issues will be brought to the Special Education Advisory Committee for recommendation(s) prior to presentation to the Board.

COMMITTEE MEMBERSHIP

Qualifications

Each of the persons appointed under subsection (2) who are not members of the board shall have the qualifications required for members of the board that appointed them and shall hold office during the term of the members of the board and until the new board is organized. 206(3)

An employee of a board is not eligible to be elected as a member of the board by which the employee is employed or entitled to sit or vote thereon. 219

A person is qualified to be elected as a member of a board if the person is:

(a) a Canadian citizen:
(b) of the full age of eighteen years:
(c) a resident within the area of jurisdiction of the board; and
(d) in the case of:
  i) a public school board, a public school elector 220(1)

Vacancies

If a member of a board is convicted of an indictable offence, or absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the board, or ceased to hold the qualifications required to act as a member of the board or becomes disqualified under subsection 220(4), the member thereby vacates his or her seat, and the provisions of this Act with respect to the filling of vacancies apply. 229(1)

Despite subsection (1), where a member of a board is convicted of an indictable offence, the vacancy shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat shall be deemed not to have been vacated. 229(2)

If a position on a ... committee becomes vacant, the board that appointed the person whose position has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term of the person whose position has become vacant. . 134(9)

Note:

It has been the practice of SEAC to invite non-voting participants from the Hamilton Principals' Association, the Hamilton Secondary School Principals' Council and the Hamilton Teachers' Federation as well as a resource person representing the Child and Family Centre of Chedoke-MacMaster Hospitals.

RESPONSIBILITIES AND PRIVILEGES OF MEMBERS

The members of the Committee are expected to consider all exceptional students under the jurisdiction of the Board when making recommendations to the Board. Each should be prepared to contribute to the deliberative function of the Committee.

Each member is expected:

1. to respond to the needs of all exceptional students under the jurisdiction of the board;

2. to acquire and maintain a working knowledge of the special education programs and services provided by the Board and the Ministry of Education and Training, and, in order to do so, to request all necessary, pertinent and appropriate data from the administrators, whose duty it shall be to provide such data both voluntarily and upon request;

3. to present to the Committee the interests, concerns and suggestions of the association which they represent, regarding the programs or services of the board;

4. to suggest items of concern for inclusion on the agenda;

5. to suggest appropriate educational topics for discussion;

6. to make motions for debate and decision;

7. to keep the local association which they represent informed of the proceedings of the Committee;

8. to be available as an informed and knowledgeable resource to the parents of exceptional children. This could include providing information on the special educational programs, services and procedures of the Board including in particular the Identification, Placement and Review procedures and appeals;

9. to be available as an informed and knowledgeable resource for the schools and the community.

Committee members have free access to the board parking lot when on Committee business, if space is available, and to the facilities of the Dr. Harry Paikin Library during posted library hours. Limited funds are available for committee members to attend appropriate conferences and conventions.

COMMITTEE MEETINGS

The Committee meets monthly, except for the months of July and August, at 1900 hours.

Quorum

A majority of the members of a ... committee is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee. 134(9.1)

Election of Chairman

The members of a ... committee shall, at their first meeting, elect one of the members as chair who shall preside at all meetings and, if at any meeting the chair is not present, the members present may elect a chair for that meeting. 134(9.2)

Chair Voting

On every motion, the chair may vote with the other members of a ... and any motion on which there is an equality of votes is lost. 134(9.3)

Rules of Conduct

The appropriate rules of the Board shall govern the order and conduct of the meeting of the Committee. The parliamentary authority adopted by the Board (Roberts) shall be the parliamentary authority of the Committee.

Access to Meetings

The meetings of a board and, subject to subsection (2), meetings of a committee of the board, including a committee of the whole board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public except for improper conduct. 207(1)

A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

a) the security of the property of the board;
b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
c) the acquisition or disposal or a school site;
d) decisions in respect of negotiations with employees of the board; or
e) litigation affecting the board. 207(2)

THE MEETING AGENDA

The agenda is the responsibility of the chairman, with assistance as necessary from the administrators. All members have the right to suggest items for it.

The agenda should be prepared well in advance of the meeting; copies should be in the hands of the members before the meeting begins.

The agenda should be adopted, or modified and adopted, by the members at the commencement of the meeting.

Agendas should include:

1. Items of current importance, relevant information and topics for study or discussion dealing with special education, including the annual review of the Special Education plan;
2. Reports from trustee members concerning current or projected board activities and, in particular, information concerning proposed changes which might effect special education programs and services;
3. Reports from members representing the local associations including association concerns and suggestions, in addition to information about conferences and meetings;
4. Reports from administrators providing new or updated information on special education matters;
5. Discussion of priority items established by the committee on an annual basis;
6. Any other matters of importance to the members relating to the mandate of the committee.

RESOURCE PERSONNEL AND SERVICES

The board shall make available to a committee established under subsection (2) such personnel and facilities as the board considers necessary for the proper functioning of the committee. 206(9.2)

Board administration personnel currently assisting the Committee are the Superintendent of Program and Supervisor of Special Education. Secretarial services are provided by the Board Minute Room staff.

Normally the administrative officers will keep the committee informed of current and future special education programs and services provided by the Board.

The secretarial staff is responsible for the recording, replication and distribution of the minutes, and any other necessary secretarial services requisitioned by the Committee through the chair. Board and Board minutes will be provided to the chair when they are distributed to members of the Board.

ANNUAL REVIEW OF THE SPECIAL EDUCATION PLAN

Each school board in the province of Ontario must submit an annual review of its special education plan, which provides information about delivery of programs and services to the exceptional students resident within the Board. The Ministry of Education and Training sets the parameters of the annual review, which may include student population, personnel, program design and modification, accommodation, transportation policies and practices, and other special needs as identified.

Every board shall ensure that the special education plan of the board is reviewed annually by the board and that the review is completed prior to the 15th day of May in each year. Reg. 306(1)(3).

Every board shall ensure that the special education plan of the board provides for the enrollment and placement of each person under the age of twenty-one years who is qualified to be a resident pupil of the board and who resides or is lodged within the area or jurisdiction of the board... Reg. 306(5)(1)

In addition to the Ministry requirements, The Board of Education for the City of Hamilton has made specific recommendations regarding transportation and accessibility, as follows:

> "That the Transportation Officer prepare an annual report and that this be shared for information with SEAC." (Board minutes 1987 10 15)
>
> "That a current list of the major school physical barriers, by school area, be prepared by the Building Administrator on a regular basis, to be shared with ... SEAC."(Board Minutes 1987 11 19)

FUNDING OF SPECIAL EDUCATION

The Ministry of Education provides financial support to school boards to assist them in the provision of special education programs and services. Funds are available to school boards in the following ways;

1. Education Programs for Pupils in Government-Approved Care and/or Treatment Facilities (commonly known as Section 27's)
2. Programs provided by a Board as an Alternative to a Provincial Service for Deaf, Blind and Deaf-Blind Exceptional Pupils
3. Elementary and Secondary General Legislation Grants (GLG) include a portion for special education
4. Personalized Special Education Equipment
5. Capital Allocations as available.

DOCUMENTS

Ministry of Education and Training Documents

The Ministry of Education and Training produces documents that pertain to special education programs and services. If you wish to review the document(s), please contact the Special Education Department.

1. The Education Act (Revised Statutes of Ontario, 1990) and (Revised Regulations of Ontario, 1990). The sectors of the Act and the Regulations which have particular relevance to special education are as follows:

- Section 206: Special Education Advisory Committee
- Sections 306 & 307: Special Education Tribunals
- Section 170(7): Duties of Boards
- Section 306: Special Education Programs and Services
- Regulation 305: Special Education Identification Placement and Review Committees and Appeals
- Regulation 296: Ontario Schools for the Blind and Deaf
- Regulation 298:; sections 30,31 - Operation of Schools-General; Special education programs and services

2. The Special Education Information Handbook (1984)

3. Special Education Monographs.

4. Procedures for School Boards in the Annual Review and Amendment of Special Education Plans and in the Preparation of a Consolidated Report on the Provision of Comprehensive Special Education Programs and Services.

5. Ministry Memoranda. These are periodically issued to schools boards. Committee members should be informed and given an overview of memoranda which pertain to special education programs and services. The Ministry's Responses to the Board's Review of the Special Education Plan should be available to Committee members for use during the annual review process.

6. The Common Curriculum, Grades 1-9.

Note: The Ministry of Education and Training has a number of publications which are currently being revised. These include, but are not limited to:

- SEAC Handbook
- Regulation 305
- Definitions of Exceptionalities

Board of Education Documents

1. Eleventh Annual Review 1993-1994: Provisions of Special Education Programs and Services for The Board of Education for the City of Hamilton.

2. Annual Reviews of Special Education Programs and Services for the Board of Education for the City of Hamilton: 1982-1993

3. The Development of Comprehensive Special Education Programs and Services 1982-1985 for The Board of Education for the City of Hamilton.

4. Teacher's Manual: Special Education Forms

5. Learning Resource Teacher Handbook

6. Rules and Regulations October, 1993; of the Board of Education for the City of Hamilton.

7. The following brochures:
   (a) Procedures Used in the Identification, Placement and Review of Exceptional Students and Appeals
   (b) "Welcome to Our School" - explanation of the Education Act and of Hamilton Board policy.
   (c) "Whom do I see? What do I day" - services available within schools.
   (d) "Does Your Child Need Special Programs?" - explanation of special programs available.

8. Reports from particular departments of committees which may pertain to special education (i.e. transportation, accommodation)

9. Other documents and information which may be available through the supervisory officers, supervisors, or consultants of the Board.

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1995–1996

Chairman of S.E.A.C.
Bucsis, David

Elected Officials of the Board
Bishop, Judith
Patenaude, Marie
Rogers, Canon Joseph
Stewart, Robert

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Kappheim, Arlene
Association for Bright Children
H: 385-3839

Simms-Obidi, Theresa
Autism Ontario Ham–Went. Chapter
H: 545-9643

Barnes, Sandy
Canadian National Institute for the Blind
H: 574-4147

Savelli, Arlene
Children & Adults with Attention Deficit Disorders
H: 574-0306

Oommen, Frances
Down Syndrome Association
H: 383–4779
B: 523-8600 Ext 311

Shields, Bryan
Hamilton Association for Community Living
B: 528-0281
H: 385-1485

Burns, Linda
Hamilton Council for Home and School Associations
H: 547-2063

Kerr Jaskiewicz, Vicky
Hamilton & District Easter Seals Parent Delegate Group
H: 383-4188

Dalziel, Nalda
Hamilton & District Society for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Bucsis, David
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